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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y  
TECNOLOGÍAS**

**CARRERA DE IDIOMAS**

**TÍTULO DEL TRABAJO DE INVESTIGACIÓN**

USE OF THE CLIL METHOD (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN THE ENGLISH LANGUAGE REINFORCEMENT IN THE TEACHING OF ECUADORIAN HISTORY IN THE OCTAVO AÑO "A" AT UNIDAD EDUCATIVA CAPITAN EDMUNDO CHIRIBOGA OF RIOBAMBA CITY, CHIMBORAZO PROVINCE DURING THE ACADEMIC PERIOD 2015-2016.

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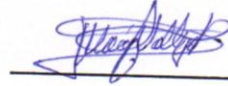
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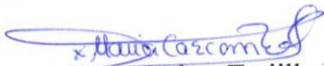
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## SUMMARY

For a long time, English language learning or other languages has been reflected as an inconvenience for students of initial education, primary, secondary, and even higher education students, because teachers have used dogmatic methodologies in many cases, which have not achieved a permanent or continuous impact in the students. For this and many other reasons, it has been implemented methods and techniques teaching- learning for improved acquisition of languages taught in the Educational Institutions. One of these teaching methodologies, which have been developed with the main purpose of providing support and facilitating learning is the CLIL method (Content and Language Integrated), in Spanish AICLE method (Aprendizaje Integrado de Contenidos y Lengua). The CLIL method is a teaching- learning technique, which seeks to reinforce the learning acquired by students in their languages classes using materials such as History, Social Sciences, Mathematics, Philosophy, Anthropology, that is, a question of seeing learning another language as a communication tool, not just as a simple subject. This method develops in the young a positive attitude towards themselves as language learners, the aim is to promote and exploit the “can do” (“puedo hacerlo”) in young men and women. The purpose of this thesis is to demonstrate that students are able to use a different and clear language and consequently think in another language, to enrich thereby the concepts and expands the network of mental maps regarding studies and students' knowledge.



Dra. Myriam Trujillo B. Mgs.

**DELEGADA DEL CENTRO DE IDIOMAS**



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## **DEDICATION**

Personally, I Joselyn make an special dedication to my grandfather Laquis, to my brothers, and each one of my dreams and struggles comrades, specially to those are always present when I need to Tania, Cinthya, Liseth, Janina and each one of the members of the Movimiento Juventud ContraCorriente for give me their inconditional support that only those want real us to know give.

Personally, I Blanca I would like to dedicate this thesis to my husband Geovanny Cabezas who has watched over me during this arduous path in order to become an English teacher.

Also I would like to dedicate specially to my daughter Anahi who with her early age that she has; she learned to understand me by the time that I could not give her.

## INTRODUCTION

The purpose of this investigation was showed the use of new teaching methodologies like a CLIL method, it helps to reinforce the knowledge of the students, but also to improve and strengthen the self-confidence of the students in the moment to speak with her partners into the classroom.

Use of the CLIL Method (Content and Language Integrated Learning) in the English Language Reinforcement in the Teaching of Ecuadorian History in the Octavo Año "A" at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba City, Chimborazo Province during the Academic Period 2015-2016.

The present work contains 4 chapters that are developed as follows:

Chapter I : Refers to Referential Framework which provides information about: the topic of the thesis, the problem setting, the problem formulation, and the general and specific objectives.

Chapter II: Is about the Theoretical Framework which talks about previous researchers background about the problem that is investigated, it also contains the theory about CLIL method and English teaching-learning process that supports the research study, basic terms definitions, hypothesis, and variables.

Chapter III: Details the scientific method that was used for the development of this research. It also contains the types of investigation that were used: Scientific and descriptive. Another aspect of this chapter is the research designs that explain about the application of CLIL method, the population and sample, data collection techniques and the instruments for data collection with the corresponding table, graph, analysis, hypothesis testing and interpretation.

Chapter IV: Refers to Conclusions and recommendations. At the end of the present work, there are the bibliography and the attached documents.

# CHAPTER I

## REFERENTIAL FRAMEWORK

### 1.1. TOPIC

Use of the CLIL method (content and language integrated learning) in the English Language reinforcement in the teaching of the Ecuadorian history in the octavo año "A" at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba City, Chimborazo province during the academic period 2015-2016.

### 1.2. PROBLEM SETTING

Ecuador lives an ongoing process of social and structural educational change which is immersed certainly the field of education. In a globalized world with new technologies and especially the present time in which we live as young students and professionals the advantage of knowing other languages opens doors in various fields both personally and professionally, for this reason it is of utmost import to pay special attention to learning the English language from the basic levels of education.

In Ecuador most institutions have access to the English state at least an hour a day, this is why CLIL is a two-way tool where teachers and students can exchange information while learning a subject and a second language. This allow students to capture more information. All teachers have their own methodology but would not be bad to implement a new methodology of teaching in educational institutions offering an ease of learning and development of cognitive skills of students.

To learn a second language as a part of the Educational curriculum in Ecuador ,the introduction of activities that modify a passive learning into a technological, dynamic and interactive negotiation process through formal or informal instruction will contribute to gather the basic learning goals and needs . In the octavo año "A" At Unidad Educativa Capitan Edmundo Chiriboga of Riobamba City, Chimborazo Province, showed wide acceptance of the CLIL realizing the importance and needs of learning English today. This method seeks to cover and delete communication barriers although activities that providing a new environment and atmosphere in the classroom

combining the use of communication helping to provide a major interest and concentration to obtain a L2. through a wide range of useful information that will help you discover a fun learning through solving the problems that are closer to reality students in order to generate positive results

As future teachers must have the ability to achieve our students increase their interest in learning other languages in this case the English language, through the application of current methods and especially to get the attention of young people, putting special emphasis on the fields of education, teaching and strengthening areas of study such as linguistics, phonetics, grammar. We also help strengthen the four language skills Speaking, Reading, Writing and Listening to provide a great benefit in the acquisition of knowledge of students.

In our country Ecuador, the vast majority of people finish their Primary School knowing very little about the English language that have been experiencing during his years of academic life. If the obtained knowledge from many years of study we fail to communicate in real life it does not serve the efforts made for learning the language.

Being able to use a different language results in thinking in another language, and thus the understanding of concepts is enhanced. The CLIL method has been used for many years, but it was only accessible to the misnamed kinds of high society, while it is now open to everyone. Moreover, multilingualism involves social, cultural and economic advantages.

For these and many other reasons we considered it important application of CLIL method (Content and Language Integrated Learning) and this involves the study of subjects such as literature, history or science, for example, in the language that We want to learn , with this method We are looking to reinforce the English language through the Ecuadorian History. It comes to see at learning another language as a communication tool, not just as a simple subject. This method develops in young people a positive attitude towards themselves, here the most important is to encourage and draw upon in young people we can do it.



### **1.3. FORMULATION OF THE PROBLEM**

How does the implementation of the method CLIL (content and language integrated learning) to the reinforcement in the teaching of Ecuadorian history in the Octavo año "A" at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba city, Chimborazo province during the academic period 2015-2016.

### **1.4. QUESTIONS OR PROBLEMS GUIDELINES**

- How important is the use of CLIL method to improve students' reinforcement in the teaching of the Ecuadorian history?
- How useful is CLIL method for improving reinforcement in the teaching of the Ecuadorian history?
- How to benefit the use of CLIL method in the English Language Teaching?

### **1.5. OBJECTIVES**

#### **1.5.1. GENERAL OBJECTIVE**

- To determine how the implementation of CLIL Method (content and language integrated learning) influences in the teaching of Ecuadorian history in the Octavo año "A" at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba city, Chimborazo province during the academic period 2015-2016.

#### **1.5.2. SPECIFIC OBJECTIVES**

- To analyze the current learning process of Octavo año "A" at Unidad Educativa Capitan Edmundo Chiriboga in the English language.
- To apply the CLIL method to teach English language to students in the octavo "A" at Unidad Educativa Capitan Edmundo Chiriboga in a period of three months in the academic year 2015-2016.
- To determine the results of the application of CLIL method (content and language integrated learning) in teaching English language to students in the Octavo "A" at Unidad Educativa Capitan Edmundo Chiriboga in a period of three months in the academic year 2015-2016.

## **1.6. JUSTIFICATION**

Content and Language Integrated (CLIL), AICLE in Spanish (Aprendizaje Integrado de Contenidos y Lengua) is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels (Marsh et al. 2010). Since 1990 CLIL has emerged as an example of interdisciplinary educational convergence (Wolff, 2012) that requires multi-faceted research approaches (Coyle, 2007; Dalton-Puffer & Smith 2007; Lyster 2007; Mehisto 2011; Bonnet 2012)

The next research is proposed according to the students' needs, lesson goals and teacher aims in order to improve the students and class interest to provide a better performance of students at the moment of learning through CLIL method that get students involved in a real learning as possible.

In this case, in the Octavo año "A" de la Unidad Educativa "Capitan Edmundo Chiriboga" there is a low level in the interest of students to learn English, attended by a number of factors but the most visible is the little profit they provide teachers in their teaching methods to transmit knowledge and thus produce learning together.

Throughout this investigation students will be exposed to a method rarely used in educational institutions through dynamic activities with highly relevant and widely authentic materials updated to overcome this gap between teacher - student, but above all to improve their skills and skills in English language as well as to improve the spontaneity of the students.

Finally, the results of this research benefit students, teachers and researchers, this process will help us as a learning experience as well as a source for research of new methodologies.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED

The acronym CLIL stands for the term Content and Language Integrated Learning. Darm (2006) describes it involves not only learning and teaching a curricular (content) subject, such as arts, biology, physics, geography, history, physical education, or, in the case of this thesis, Ecuadorian history, through a medium of a foreign language, but also the other way around- learning a foreign language by studying these content-based subjects.

Although Content Language Integrated Learning is a rather new term (as written on CLIL Consortium webpage (2009) it was first launched by David March of the University of Jyväskylä, Finland, in 1994), the idea of teaching a curricular subject in a different language (I used the term “different”, because this does not only include foreign languages, but minority or regional forms or dialects of one language as well) has been well-known for a few hundred years. Pupils all over the world were taught bilingual for many reasons – their parents had different mother tongues and this enabled them to communicate fluently in both their mother’s and father’s homeland, or living near country borders or changing political or social establishments. The Czech Republic can stand as an example of this, either because of changes that were made to border lines in the western region during World War II that caused the migration of Czech and German citizens, and thus many people spoke both Czech and German language there, or teaching Russian as a compulsory language during Communist Era. And even nowadays many people in the Czech Republic understand Slovaks and vice versa. In Eurydice’s survey on Content and Language Integrated learning at School in Europe (2005) is written that one of the first steps towards the CLIL as we know it nowadays took place during the ‘70s and ‘80s of the 20<sup>th</sup> century in Quebec ( French-speaking province of Canada) in an experiment.

English-speaking parents wanted their children to learn French rather than English, simply because the first mentioned language was vital there, whereas the second one was not. These kind of experimental took place not only in Canada, but in many other countries, such as United States (implementing for original inhabitants, such as Mohawk), China, or Australia (where immersion programs are offered in German, French, Japanese, etc.) and their successful outcome (and the active contribution of parents was one of the most crucial factors) evoked many studies and researches ((Bostwick, 2012). Since then, this Canadian model has been known as an immersion, although the term itself is an umbrella term covering various types of immersion.

The starting age of the learner or time spend in immersion are just few of them. In 2003, the European Commission launched the Action Plan 2004-2006. Where they suggest launching some educational experiments through Europe, and these models follow the Canadian one, but although there are many similarities, there are also several differences. Kovacs (2007) states before it become the medium of teaching, and after this the language is still taught separately.

Learning a foreign language it has been seen as a major barrier for students in primary and secondary education. Several investigations rose by national and international theorists and researchers who advocate new methodologies that are easy to use and especially of interest to students who remain in a constant process of assimilating a new language as English.

In international universities such as the University of Zaragoza, Valladolid University or the University of Cauca and research thesis they have been devoted specifically to the application of new methodologies such as the CLIL method or also known as bilingualism. "Integrated Learning Foreign Languages Curriculum and other content involves studying subjects such as history or natural science in a language other than their own. CLIL is very beneficial for both the learning of other languages (French, English) as for the subjects taught in those languages. The emphasis of CLIL in the "Troubleshooting" and "know how things" makes students feel motivated to solve problems and to make things even in other languages. Ships and Muñoz (2000) CLIL is undoubtedly one of more methodologies most useful for teachers and students during the teaching-learning process.

## **2.2. THEORETICAL FOUNDATIONS**

### **2.2.1 CLIL METHOD**

The acronym CLIL was coined in 1994 and first used in 1996 in UNICOM, University of Jyväskylä, in Finland, and by the European Platform for Dutch Education. CLIL was supposed to define the educational methods through which special subjects are taught in a foreign language and through which content teaching takes place simultaneously with teaching a foreign language. Later, CLIL expanded to teaching via any language that was not the first or native language. Many authors refer to CLIL as an “umbrella term”, which includes a number of different approaches in different educational contexts.

As stated in 1.1, the abbreviation CLIL stand for Content and Language Integrated learning, this means it is a teaching method or approach that integrates both non-native language (English in many cases, but also French, German, Japanese, and so on), and the content subject. Therefore, learners acquire knowledge of a subject that is part of curriculum and learn, use and improve their knowledge of the foreign language at the same time. This is sometimes mistaken with other two interpretations of a subject that is part of the curriculum and learns, use and improve their knowledge of the foreign language teaching. The first one is a bilingual teaching of a non-language subject, where the suggested purpose is to teach a non-language subject in a target language, but the true aim is the knowledge of the non-language subject presented through a target language. The second one is a teaching a target language through topics of vocational subject in the target language. As Pinkley (2011) describes, CLIL Compendium contributors identified five dimensions related to the idea of this modern educational approach within Europe. She also noted that the age range of students´ degree of contact with CLIL and sociolinguistics are three leading factors that need to be considered in relation to these dimensions.

The term Content and Language Integrated Learning, or CLIL is known as a new methodology of teaching and teacher interaction - student lets us use other languages in subjects like History or Natural Sciences where students learn another language in this case and also English strengthen their knowledge of specific areas. Minho (2009) defines school motivation and the willingness of students to the teaching-learning process, if we

focus now on the concept of academic performance should be analyzed exclusively the academic performance of students from the time of application CLIL method. From another perspective Cano (2011) tells us that despite being a complex variable CLIL method would be defined as the degree of achievement / satisfaction with the teaching-learning process. Swain (1985, 1996a) it argues that not only the contribution but also "production" is essential for language acquisition is effective. Therefore, this explanation suggests that the quality of learning a language is not as optimal if a student is not able to actively use the language meaningfully in class

With another point of view Marsh (2000) defined as any learning context in which the content and language are integrated to give 2 responses to specific educational objectives. In conclusion we can say that the CLIL method is one of the best ways to get exposure to a true knowledge of teachers but above is a method that will allow us to implement a bilingual education student.

## **2.2.2 FIVE DEFINITIONS OF CLIL**

### **2.2.2.1 CLIL has a dual focus.**

The next one offers a more detailed description:

“CLIL refers to situations where subject or parts of subject are through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language”

(Marsh, D. 2002. Content and Language Integrated Learning: The European Dimension - Actions, Trends and Foresight Potential).

This quote is useful because it highlights some of the educational intention inherent to the CLIL paradigm. Through CLIL-type practice, one learns [subject] content whilst at the same time learning a foreign language. What could be better than this? The 'dual-focused' objective would seem to be implying that CLIL kills two birds with one stone.

### **2.2.2.2 CLIL is a member of the curriculum club.**

Here's the simplest of all, from the European Commission itself:

"Content and language Integrated Learning (CLIL), in which pupils learn a subject through the medium of a foreign language....."

On this descriptive level, this quotation endorses CLIL as a construct - as a member of the Curricular Club. It seems uncontroversial because the people do not know to what extent or to what level pupils 'learn a subject' through the foreign language, and we are left unaware of any reasons for doing CLIL.

### **2.2.2.3 CLIL BUYS US TIME.**

Indeed, if we return to the European Commission's quotation, and read a little further, we encounter the following phrase:

"It CLIL provides exposure to the language without requiring extra time the curriculum".

This would seem a good reason as any to promote an approach with a twin set of objectives. One of these objectives is clearly educational (to learn subject content and a foreign language) and the other is administrative. Since educational and administrative needs often fight for space, this seems a good way to promote peace between them. We were told in the European Council Resolution in 1995 that, ".....all EU citizens, by the time they leave compulsory schooling, should be able to speak two languages other than the mother tongue".

Curricula attempting to achieve this aim have been getting more and more desperate in their attempts to find schedule space. What is the possible answer to this problem? Why CLIL, of course. Instead of studying Geography in the majority language, do it in a foreign language. As long as it works, the pupils learn the same subject concepts and skills, but increase contact time with the foreign language - crucial consideration in the improvement of attainment levels.

#### **2.2.2.4 CLIL CAUSES CHANGE - AND YOU DON'T NEED TO BE A GENIUS TO BENEFIT FROM IT.**

So far so good. Now let's look at a different type of observation on CLIL. David Graddol wrote that CLIL is "...an approach to bilingual education in which both curriculum content (such as science or geography) and English are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study".

(Graddol D. English Next, British Council Publications, 2006)

This suggests that CLIL is far from the innocent creature that we read about in the first quotation from the European Commission. Graddol suggests that a powerful element of CLIL is its role in the improvement of language skills, and that pupils do not necessarily need a particularly high level of foreign language attainment to do their 'CLIL-ing'. Now this sounds quite radical. Why?

- Because the teachers would have to adjust their methodology to ensure that the students understood the content.
- Teachers would not be able to simply 'transmit' the content, assuming that their audience understood. They would have to think of other means (group work, tasks, etc) which would result in an increase of the skill-based focus of the learning.
- The educational materials (textbooks) would also have to reflect this approach.
- The pupils would be learning language that was more clearly focused on, and related to, the subject matter that they needed to learn.
- CLIL is not confined to higher-achieving students. It is not an approach for the elite. It fits in perfectly with a mixed-ability philosophy.

Without going much further in this introductory article, we might say that the five or six phenomena described in the above bullet-points are all desirable, in educational terms. Ensuring that students understand the content, reducing teacher-talk, increasing the focus on skills, influencing publishers to do likewise and getting students to learn language items that are always contextualized, always functionally necessary in the classroom - sound good at any level of curricular discourse. What is CLIL? Well



already it looks as if it is something like 'good practice', and if we take Graddol at his word, it can be applied across the ability range.

### 2.2.2.5 CLIL MOTIVATES

Finally, another quote that extends the scope of CLIL still further;

“CLIL is about using languages to learn.....It is about installing hunger to learn in the student. It gives opportunity for him-her to think about and develop how she communicates in general, even in the first language”. (Marsh, Marsland & Stenberg, 2001)

We can see from the first part of the underlined sections that CLIL views language as a 'vehicle', not simply as an entity in itself. This is a central component of the CLIL package. David Graddol said something similar too in his book English Next, when he spoke about the world now viewing English not so much as a language but as a core skill. This is a crucial observation, and it lies at the heart of the educational and social change that has taken place since the development of the Internet and the parallel growth in globalization. As English becomes an essential add-on to any curricular programme around the world, it is moving into a position where it becomes a subject that pupils learn in order to do something else.

CLIL, with its 'dual-focused' aims, encapsulates perfectly this post-modern, utilitarian view of the English language. Liberal educationalists may not agree with it, but for the time being it is here to stay. In its defense, CLIL also seems to contribute to the buzz-concept of our times - namely 'motivation'. Teachers' forums talk about it endlessly, as do the blurbs on the back of scholastic textbooks and the opening lines of ministerial declarations. Does CLIL install a 'hunger to learn' as Marsh et al claim? If this is true, then we need to know exactly why is that. We can examine this in subsequent articles, but for now, why should CLIL motivate more than other conventional approaches? Could it be because:

- It provides reasons for learning and improving the foreign language level, because the understanding of the subject content is compulsory.

- It focuses on and assesses the subject content, so the learner is not being assessed on his/her mastery of the Past Simple (for example) but rather his/her ability to use it in the appropriate places.
- It gives students a feeling of real achievement. They are coping with, and talking and writing about, complex material in the foreign language.
- They are not being asked to discuss 'vox-pop' content as in standard language learning textbooks (Pop Stars, Global Warming, My Favorite Auntie) - where the content is used as a slave to illustrate a certain language structure - but because the content is important in itself. In CLIL there is a chance that they are being asked their opinions because the expression of opinions (for example) is a key competence in the syllabus content.

In article two, we will look at the types of CLIL practice that are possible, and how we might go about answering the question 'How do I know if I'm practicing CLIL?' What are the characteristics of CLIL practice that make it a separate and identifiable approach?

### **2.2.3 CLIL DIMENSIONS OF LEARNING**

CLIL is about the exploration of the interrelationship among the following factors.

- The subject matter (content)
- The language of, for and through learning (communication)
- The thinking skills for integral high-quality learning (cognition)
- The global citizenship agenda (culture).

This constitutes the four Cs of the framework proposed by Coyle (1999). The 4Cs Framework takes account of integrating the four dimensions. Thus, CLIL is built on the following principles.

- Content needs to be analyzed in order to identify its linguistics demands and reconstructed so that it permits the development of language.
- Communication is about identifying the language needs for the specific learning context so that it can be possible to learn through the use of that language. This

language needs to be transparent and accessible. Interaction in the learning context is fundamental to learning.

- Cognition is about students developing skills to think, analyze and create their own interpretation of knowledge and understanding.
- Culture and its complex relationship with language needs to be understood. Intercultural awareness is fundamental to CLIL.

This leads to suggest that CLIL occurs effectively when the following goals are met in the classroom:

- Progression in knowledge, skills and understanding of the content
- Interaction in the communicative context, developing appropriate language knowledge and skills
- Engagement in associated cognitive processing
- Acquisition of deep intercultural awareness through the positioning of „self“ and „otherness“

From this perspective, CLIL involves learning to use language appropriately whilst using language to learn effectively.

### **2.2.3.1 ASPECTS OF CONTENT:**

Coyle, Hood and Marsh (2010:53)<sup>10</sup> define content as “the subject or the CLIL theme, which can be drawn from alternative approaches to a curriculum, involving cross curricular and integrated studies.” Coyle and her colleagues recommend thinking of content “in terms of a progression in new knowledge, skills and understanding that is intended for learners to access, rather than simply knowledge acquisition”

According to Holmes (2005), an essential feature of CLIL is that it places both language and non-language content in a continuum without implying preference or dominance of one over the other.

The practical applications of CLIL encourage constant and meaningful contextualization of content for language learning and language use, which favours

teachers' professional development through experimentation according to the demands of their own settings. Learning content represents a meaningful contextualized activity since students are expected to speak and reason about academic content in a language different from their own. This is intended to expand students' cognitive skills and increase their interest in both the content and the language learned (Snow, Met and Genesee, 1989).

### **2.2.3.2 ASPECTS OF COMMUNICATION:**

In CLIL, the content determines the language needed. Coyle, Hood and Marsh (2010) consider language a conduit for communication and for learning, which is described as learning to use the language and using the language to learn. Therefore, the analytical approach in order to decide on the language to be taught in CLIL classrooms involves the identification of:

- The language of learning: Language the learners need to access basic concepts and skills.
- The language for learning: Language needed to enable individuals to discuss, to develop strategies, summarize, hypothesize and ask cognitively challenging questions.
- The language through learning: Language acquired as a result of its active involvement with learning and thinking.

In this sense, communication goes beyond the grammar system, but it does not disregard the essential role of grammar and lexis in language learning (Coyle, Hood and Marsh, 2010) Both language form and language use are given due attention, and the meaningful context provided by the subject content permits a comprehensive view of language and communication.

### **2.2.3.3 ASPECTS OF COGNITION:**

CLIL students are required to move beyond subject content and linguistic competence, and start reflecting on the learning process by „thinking“ and „reflecting“ in the target language. According to Marsh (2008a), training the learners to „think“ using a language

different from their mother tongue promotes the development of their mental processes and conceptualization.

They progressively become able to adopt learning strategies (cognitive, metacognitive, social etc.) that enable them to internalize and consolidate previously acquired information and look for new knowledge. Therefore, apart from linguistic competence, more competences and skills are expected to be developed through CLIL. Amidst these abilities, students are expected to get engaged in higher order and lower-order thinking and understanding, problem solving, accepting challenges and reflecting on them (Coyle, Hood and Marsh, 2010). It is more about constructing rather than instructing since no transfer of concepts is expected.

#### **2.2.3.4 ASPECTS OF CULTURE**

Studies suggest that students enrolled in content-based courses hold significantly more positive attitudes towards English as a foreign language since these courses provide more intense exposure and more meaningful opportunities to use the target language. Furthermore, Marsh (2000: 10)<sup>12</sup> states that “a major outcome of CLIL is to establish not only competence in two languages, but also nurture a „can do“ attitude towards language learning in general”. So very often the language used in CLIL classrooms will only be a platform by which the learner may ultimately take an interest in other languages and cultures as well. An important point here is that if the child has a language which is not the language of the wider environment, then CLIL practices can lead to an even greater appreciation of that home language. CLIL didactic principles may include frames like the “Bilingual Triangle” constructed by Hallet (1998: 119)<sup>13</sup>, which considers three aspects to influence aims, contents and objects of subject teaching, namely

- Phenomena and facts of the learner’s own culture
- Phenomena and facts of other countries and cultures
- Intercommunity (i.e. studies independent from culture, global and universal phenomena and facts)

In Coyle, Hood and Marsh's view (2010), studying through a different language is fundamental to foster international understanding and tolerance. Concepts connected to self and other cultural awareness, identity, citizenship, and progression towards cultural understanding are involved. However, it is not always easy to extend the contents of a course to include intercultural understanding. Careful thought and planning are necessary to ensure meaningful connections.

Although these four dimensions of learning are stated separately, they do not exist as individual entities. The exploration of the interconnections among them is fundamental to planning, and such detailed planning can be facilitated by using the 4Cs Framework (Coyle, Hood and Marsh, 2010). This framework approach for planning has been used in the preparation of the series of lessons that comprise the content-based course created for the present investigation. The 4Cs are expected to be given due attention and are the potential generators of diverse scenarios, as stated by the CLIL tenets.

CLIL integrates language learning and content learning at cognitive and cultural levels appropriate to the learners. It is this integration which results in new learning scenarios which are different from regular language or content lessons. CLIL demands careful planning for progression in all Cs, and the Cs may progress at different rates depending on the context. This enables teachers to adopt a more holistic and inclusive approach to classroom practice. (Coyle, Hood and Marsh, 2010:55,56)<sup>14</sup>

In order to have a better idea of how to deal with course and lesson planning, four specific steps have been proposed, which can be summarized as follows.

#### **2.2.3.4.1 Step one: Considering the content.**

Content is the element that initially guides the learning route in order to avoid oversimplification with the purpose of matching the linguistic level of the learners. It is the context that will demand the use of certain structures according to the discourse norms of the content subjects. Existing syllabi or curricula of the specific subjects to address could be analyzed and used as a basis for the selection of topics. Difficulty, progression and importance of topics should be considered. Thus, an outline of the content should be the result of this first step.

#### **2.2.3.4.2 Step two: Connecting content and cognition.**

This involves observing the outline of contents prepared in the first step in order to analyze and select the thinking cognitive skills which connect with it. With the aid of any of the taxonomies previously mentioned, higher-order (evaluating and creating) and lower-order (remembering, understanding, applying and analyzing) skills are determined as the most appropriate for the development of the content. This is expected to ensure that the cognitive level of the activities proposed relates to the learners' own levels of development.

#### **2.2.3.4.3 Step three: Defining language learning and using.**

This is about linking content and cognitive demands with communication, which involves being aware of the Language Triptych described by Coyle, Hood and Marsh (2010:60-63) 15 as the language of, for and through learning.

##### **2.2.3.4.3.1 Language of learning.**

The language needed by content for the progression of conceptual understanding, rather than progression on grammatical awareness (grammar is not overlooked but approached through the content demands). An exhaustive analysis of the language of the subject field is necessary in order to identify content obligatory and content compatible language. The identification of the type of constructions and the language corpus of the subject is essential to know what students need to say and how they are going to say it.

##### **2.2.3.4.3.2 Language for learning.**

The language students need to operate in the learning environment, which means making language accessible to learners in order to learn. Students will use certain structures in order to carry out the activities effectively.

This also implies the identification of the language demands of typical tasks and the language skills and strategies that need to be developed. At this point, students will require plenty of scaffolding, which is expected to decrease gradually as students grow into more spontaneous and independent learners.

#### **2.2.3.4.3.3 Language through learning**

This factor refers to developing language through its use, which involves generating opportunities for both spontaneous and planned language use in order to advance learning. This can be supported by encouraging the creative use of spontaneous language by learners, structuring grammatical awareness, using known language in new ways, and accessing new language according to the diverse scenarios provided by the context of the subject.

#### **2.2.3.4.4 Step four: Developing cultural awareness and opportunities.**

Finally, it is necessary to investigate the most accessible means for learners to work alongside other learners from different cultures. Intercultural experiences can be developed through sharing beliefs, addressing cultural topics as part of the subject contents, and making connections with the wider world. The general availability and increasing feasibility of access to technology make more likely that this intercultural exchange could involve different forms of technology.

Using a visual planning tool for the mapping process of the four steps above described is particularly helpful in order to select and prioritize what will be taught and how it will be taught. According to its authors, the 4Cs Framework “can be adapted, changed and re-worked according to different contextual priorities,” inasmuch as “it is not a set formula”. (Coyle, Hood and Marsh, 2010:65)16.

### **2.2.4 LEARNING AND TEACHING MATERIALS**

**Materials:** Are always considered to be a problem for many CLIL teachers. A lot of effort must be put into the development and acquisition of materials on the part of the teacher. What is more, CLIL teachers should not expect to be able to teach the same amount of content when using the L2 as when using the L1, (Marsh and Marsland 1999b: 55). In other words, the amount of content introduced in the classroom should be considered to be lower than when the L1 is used as the medium of instruction. In fact, teaching through L2 makes the quality of teaching and learning higher because CLIL teachers have more time than the regular subject teachers to concentrate on essential



areas. Adamson (1993) points to the fact that focusing on content in a foreign language also stimulates development of language skills and sub-skills such as reading, writing and grammar. However, during the planning process, “CLIL teachers should carefully scrutinize available materials. Texts from publications should be selected with great care, as L2 readability, requirements, or socio-cultural orientation can hinder learning motivation and outcomes Teachers, should identify and contact counterparts in the country or abroad to locate key L2 materials. Materials made by the teachers themselves should be of a very high L2 standard” (Marsh and Marsland, 1999b:56). However, one observation has been made recently, namely the lack of co-operation between CLIL teachers which may result in the fact that many teachers spend a lot of time on creating the same teaching materials. It would be much easier for CLIL teachers to help each other countries creates a number of different problems. In fact, it is very difficult to teach the curriculum of one nation by using materials designed for another.

Education is never “neutral”. The use so called “ imported” materials may be very confusing but a combination of such materials may be advantageous in providing different perspectives towards from different countries, the amount of time invested in materials production may diminish and as a result the quality of teaching may increase (Marsh and Marsland, 1999b:44). It should be also emphasized that access to the Internet is a key factor in helping teachers find suitable materials. In addition, CLIL teachers should remember about learning objectives of the subject area which need to be clearly specified and what is more, they should take into account the fact that CLIL learners need to be provided with more subject, specific vocabulary (Darn, 2006). As a result, learning this vocabulary will require an extra effort on the part of the learner, but it can be facilitated by the provision of additional exercises and elaborative rehearsal.

#### **2.2.4.1 ILLUSTRATIONS**

- As input tools, they provide visual support for understanding meaning in the content area phenomena and developing critical thinking skills. They constitute an aid to introduce topics and examine steps in a process (technique called photosynthesis). They often summarize the main points in longer texts, so they prepare learners for extended reading as well.

- As output tools, they prompt students' production at different levels of Bloom's (1956) taxonomy. They can be used to elicit specific information to show recall and understanding, and/or to motivate class discussions that involve higher-order skills like analysis or evaluation.

#### **2.2.4.2 SUBJECT CONTENT TEXTS**

- They communicate authentic genre, vocabulary, and language characteristic of the discipline studied.
- Considering the level of difficulty is essential to make informed decisions on text selection (Brinton et al., 1989).
- Teachers can focus students' attention on language at word level (new terms that can be incorporated in guided activities), and on the genre or type of text organization.

#### **2.2.4.3 HIGHLIGHTED FEATURES OF TEXTS**

- Developing students' sensitivity to non-textual features (Nuttall, 1982) constitutes a good aid to support understanding (scaffolding input). These features include: spacing, indentation, layout, punctuation symbols and choice of type, that is, words in larger or darker type to highlight items from the text.
- When learners are familiar with a text type, they can examine other texts, search for similar features, and start to include these features in their own production.

#### **2.2.4.4 GRAPHIC ORGANIZERS: DIAGRAMS, TABLES AND CHARTS**

- As input tools, they present information in a visually comprehensible way. This visual input help learners to understand and remember new information better by simply making thinking less abstract and more visible.
- As output tools, graphic organizers and diagrams help learners with limited language skills to communicate intelligibly by scaffolding output ((University of Cambridge ESOL Examinations, 2009: 10)20 . o Graphic organizers also enable learners to extract relevant information from subject sources, organize and work with it.

#### **2.2.4.5 ICT APPLICATIONS**

- Power point presentations are a useful tool that provides visual input to ensure understanding and maintain attention levels. They might be used to stimulate oral interaction.
- Some institutional websites on the internet, relevant to the subject content, provide learners with interactive materials for activities with high visual content and interactivity. These websites are particularly useful for students of a lower level of language development. They can provide motivating reinforcement for concepts presented through other media and offer new opportunities for exploration.
- Discrete-point web research for images or precise pieces of information motivate active participation of students in the learning process. Learners might find photographs, travel routes, weather information, etc.; research that will help them be prepared for more demanding future web-quests.
- Web-quests might be planned to incorporate a framework that prompts the development of specific skills in more advanced learners. According to Abbitt and Orphus (2008), web-quests help scaffold inquiry learning. Students are given specific sequenced steps, thanks to which they move from the generalities provided by the introductions to a detailed understanding of what final product is expected. PowerPoint presentations are a popular way to show the class the web-quests product later (Guerrini, 2009).

#### **2.2.4 WHY IS CLIL IMPORTANT?**

With the expansion of the European Union, diversity of language and the need for communication are seen as central issues.

Even with English as the main language, other languages are unlikely to disappear. Some countries have strong views regarding the use of other languages within their borders. With increased contact between countries, there will be an increase in the need for communicative skills in a second or third language

Languages will play a key role in curricula across Europe. Attention needs to be given to the training of teachers and the development of frameworks and methods which will

improve the quality of language education. The European Commission has been looking into the state of bilingualism and language education since the 1990s, and has a clear vision of a multilingual Europe in which people can function in two or three languages.

### **2.2.5. HOW DOES CLL WORK?**

- The basis of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners.
- Knowledge of the language becomes the means of learning content
- Language is integrated into the broad curriculum
- Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate
- CLIL is based on language acquisition rather than enforced learning
- Language is seen in real-life situations in which students can acquire the language. This is natural language development which builds on other forms of learning
- CLIL is long-term learning. Students become academically proficient in English after 5-7 years in a good bilingual program.
- Fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes
- Reading is the essential skill.

### **2.2.6 LOOKING FOR CLIL METHOD**

The main purpose of the work is to present a successful implementation of CLIL method in Ecuadorian History lessons in elementary schools. Nowadays at all types of schools (elementary schools, high schools and universities) all over the world every school subject tends to be taught in a foreign language. In 2003, a document called Action plan for Language learning and linguistic diversity was approved by the European Union. Its objective was to enable the acquisition of at least two foreign languages for all European citizens. The integration of content and language skills is a part of the plan. Within the school educational programs it is possible to choose CLIL (Content and language integrated learning) method. This method is an upward trend in contemporary education

system. Teaching Ecuadorian History in a foreign language requires some changes in current teaching methods, so the importance of the IT technologies is also mentioned.

The work studies the impact of the CLIL method in teaching Ecuadorian History and possible changes of the classroom climate and shows the results of the research focused on this method.

Through CLIL method both students and the English language professionals will acquire own abilities of the teaching languages that constitute an important element in a Clil class, For example, the use of audiovisual materials often plays a more important role in a CLIL class more than in traditional classes. Lessons are often based on listening or reading texts and articles, while the linguistic benefits contemplated increase over the vocabulary to grammar. Other materials that are helpful for using the CLIL method are TV programs including advertisements, contests, cartoons, news reports and weather forecasts, Internet is another way radio programming including interviews, talk shows and interactive radio ads, a different way is recorded conversations, including unilateral telephone conversations, meetings, stories, books, poems and novels.

We live in a world moving around their knowledge and knowledge for students and professionals in the English language clearly be immersed in using outdated methodologies reflect a distinct disadvantage in the professional field, through the method CLIL students and professionals the English language skills they acquire their own teaching languages are an important element in a CLIL class. For example, the use of audiovisual materials often plays a more important role in a CLIL class in traditional and more alien to language training classes.

Lessons are often based on listening or reading texts and articles, while the linguistic benefits contemplated increase over the vocabulary to grammar. Other materials that are helpful for using the CLIL method are TV programs including advertisements, contests, cartoons, news reports and weather forecasts, Internet is another way radio programming including interviews, talk shows and interactive radio ads, a different way is recorded conversations, including unilateral telephone conversations, meetings, stories, books, poems and novels.

### **2.2.7 CHALLENGES OF USING CLIL METHOD**

The current curriculum requires the integration of subjects and educational fields. Thus, it is necessary to blend and mutually enrich individual fields and disciplines. The classic type of education, which prefers school subjects taught separately, no longer corresponds with today's needs. One of the approaches which stress the above mentioned integration is an implementation of a foreign language into teaching; the related method is called Content and Language Integrated Learning (CLIL). In its 92 Helena Binterová, Olga Komínková *Acta Didactica Napocensia*, ISSN 2065-1430 broadest sense, CLIL refers to teaching a non-language subject using a foreign language, which then serves as a means of communication and content sharing. Non-language content is mediated and developed using a foreign language while the foreign language is developed by mediating the content.

As a result, both the content and language are developed through a mutual relation. This type of integrated teaching sets two basic objectives – the content and the language.

According Pavesi (et al 2001) although the CLIL method is a very efficient way to transmit knowledge not only of language but also other subjects like history there is a major problem around the cooperation between teachers and the content of languages at the time of forming a CLIL class. However, this is not always possible, and CLIL teachers often have to perform both functions. Which can be considered a dilemma because teachers who know their subjects but who are not proficient in the language using the CLIL is requested.

According Pavesi (2001) although the CLIL method is a very efficient way to transmit knowledge not only of language but also other subjects like history there is a major problem around the cooperation between teachers in content and language time to form a CLIL class. However, this is not always possible, and CLIL teachers usually need to perform both functions. Which can be considered a dilemma because teachers who know their subjects but they aren't proficient in the English language using the CLIL method to teach.

### **2.2.8 REAL EXPOSURE AS A NEW CLASS ATMOSPHERE**

According to Krashen a real problem in terms of the use of CLIL method is that students do not follow a curriculum that is based on the development of grammar. CLIL students do not learn the language of tourism like 'I can show the way to the Devil's Nose? "Or" How much is this suit? ". The CLIL students do not learn the language through topics normally found in the books of languages, such as 'My Family ', 'Travel 'or' Publicity' .In other words. So what language CLIL teachers teach? It can be described in three categories.

- First, the CLIL students need to know the specific vocabulary of the subject content they are learning, as "ground", "conquest", "discovery" or "aboriginal" in history. They also learn grammar needed for the issue, as the simple past and expressions like "it was customary" for history, or phrases like "if ... then ..." in the case of subjects like science.
- The CLIL students also need to learn the language they need to carry out activities during class as 'no 'or sequence markers as "first", "after that' or 'finally' to write, or functional language .
- The CLIL students learn the kind of language that helps them organize their thoughts and solve problems such as "analyze", "classified" or "design".

According to the curriculum of the "four Cs" (Coyle, 1999), a kind of helpful CLIL elements should include:

#### **2.2.8.1 Communication:**

Use the English language while learning to use such language through each of the language skills.

#### **2.2.8.2Cognition:**

Engagement in thinking and understanding (thinking skills).

### **2.2.8.3 Content:**

Develop knowledge, skills and understanding of the subject (news, radio programming, and interactive talk shows)

### **2.2.8.4 Culture:**

Awareness of oneself and others, knowledge written (recorded conversations, stories, books, poems and novels)

Finally, this type of language learning is called CALP - Cognitive Academic Language Proficiency. BICS and CALP are terms introduced by Jim Cummins (1979), the combination of these types of learning derived in CLIL methodology.

## **2.2.9 ADVANTAGES OF USING CLIL METHOD**

Not only is it important to have knowledge of a foreign language, but students achieve transfer this knowledge to their real, everyday life. CLIL method involves the study of subjects such as history, literature or science in the language you want to learn. With this background it is desired is the tongue sees as useful communications tool. Thus, using the method CLIL the language is acquired naturally. Appropriate teaching in conjunction with real-life situations to practice the acquired is essential for this kind of learning success.

This methodology concepts and issues related to the subjects they learn, students are able to know and internalize further operation of which is a foreign language and its importance and impact on society.

- Takala (1996) Students who have been trained in bilingual or CLIL method have the ability to master two or more languages at the level of a native language or a high enough satisfactory level.
- Students who grow up with two or more languages develop an awareness of language and are able to understand quickly that language is only a means and that there are various ways to convey a message.



- In bilingual education, students are able to pass information from one language to another (transfer contents- -Skills and knowledge between the first and second language), either to win or vocabulary to better understand the functioning of grammar.
- To better understand the cultural diversity of our world and are be open to new cultures and differences of thoughts, take into account that students who learn two or more languages in childhood and adolescence have an additional advantage in certain jobs, particularly those with international projection.
- All this contributes to the development of basic skills as well as an American multicultural and multilingual identity, consistent with the various levels and language skills in the classroom.

### **2.3.10. DISADVANTAGES OF USING CLIL METHOD.**

As there are major advantages in implementing the CLIL method we can also find disadvantages especially if the teacher does not know how to apply this method in an appropriate and easily understandable manner especially for students. Sometimes students cannot understand certain issues worked in the classroom instructions, explanations, and procedures. It may be because you are in an English context, but we cannot overlook the fact that, really, is a difficult explanation to understand, this responsibility lies with the teacher when guiding the class.

Children, youth and students face a multilingual and applied education through CLIL method are at risk of not achieving a satisfactory level in any of the languages and face serious problems in formal education in our country.

- One of the main reasons as to the disadvantages of acquiring a language through CLIL method cannot transfer from another bilingual school to an educational establishment operating this method as binding in their classrooms, some students may not feel very confident in class, and they do not understand the tasks. We should prevent this insecurity translate into anxiety, which distanced them from learning.
- To work in another language, in some cases, they can be forced to pay more attention all the time. This effort could beat them at first because they are younger and still do

not feel safe on the acquired knowledge Which will lead them to feel tired sooner than normal, but in the future this demand will be very beneficial.

- Students face a language acquisition in many new to them cases because as we have previously mentioned the level of education in schools in reference to the English language is still very basic and this can cause rejection by students this method of study.
- On the part of teachers, the effort comes from the fact that we must all be showing a graphic and understandable most of the time, especially when new concepts and tasks are introduced way.

#### **2.2.11. CLIL HELPS TO:**

- Introduce the wider cultural context
- Prepare for internationalization
- Access International Certification and enhance the school profile
- Improve overall and specific language competence
- Prepare for future studies and / or working life
- Develop multilingual interests and attitudes
- Diversify methods & forms of classroom teaching and learning
- Increase learner motivation.

#### **2.2.12 CLIL TEACHERS SKILLS**

According to Wolff (2012), teacher training is the most demanding area of the many complex issues related to CLIL. Coyle (2010) suggested that without appropriate teacher education programs, the full potential of CLIL cannot be realized, and the approach is unsustainable. We have to admit that there has been growing interest regarding the areas of competence for CLIL teachers (Hansen-Pauly et al., 2009; Marsh, Mehisto, Wolff, & Frigols, 2010; Wolff, 2012). The issue of how the competences should be developed has remained out of the focus, however. The current thesis aims to contribute to the discussion on CLIL and examine its potential as a form of instruction in teacher education.

The challenges for the teachers are which kind of formalism of the spoken language they use in which situation. I have experienced that the presence of the English language teacher in my technical lessons discourages the students speaking in the English language. For CLIL lessons, Merce Clemente of the University of Lleida, Spain, (28.8.2014) found out that both the content, as well as an English language teacher, are a benefit for the students. She argued: "The main focus is the interactional roles adopted by the two lecturers in the classroom, who face what we consider a double challenge for the traditional teacher-centered university teaching format based on lecturing which relies a great deal on the verbal skills of the lecturer.

This challenge takes the form, in the first place, of adopting a CLIL methodology involving, among other things, the use of a foreign language as medium of instruction which neither the lecturer nor the students are necessarily fluent in. The second challenge is triggered by the adoption of a tandem-teaching format involving the simultaneous presence and interactional participation in the classroom of two lecturers: a "content instructor" (CI) and a "language teaching consultant" (LTC)."

### **2.3 ENGLISH LANGUAGE REINFORCEMENT IN THE TEACHING OF THE ECUADORIAN HISTORY**

When we speak of strengthening the language we will teach, in this case the English language. All teachers have the same concern: "how to motivate and encourage student learning?" For this reason, among others, it is important to inquire into a teaching practice based on motivation and positive reinforcement as basic pillars of teaching and learning.

Moreover, this concern is accentuated encourage learning more in our classroom when students are not.

It shows great interest in the school, or students with special educational needs or learning deficit, or discouraged for several reasons. Therefore, before certain educational situations, it is essential to seek stimuli and strategies to avoid widening the gap and move away from the traditional sanctions (for example: "if you do not work, you run out of pleasure").

Such students need certain incentives that help them in their quest for improvement and improvement of educational work. Therefore, teachers must know motivational strategies (special ways of talking to the students, motivation techniques to tasks, resources and methodological proposals attractive to students as the CLIL methodologies method that has proven to be very helpful especially for students for those who do not pay attention in class) that they help them create work habits and study, to engage in what they do and that enable them to improve their academic performance; and, equally, the teacher can carry out their work more easily and effectively

According Vaello Orts (2007), all students are naturally motivated, but not with school issues that are most rewarding, so the only thing to do is redirect those motivations into the school environment with the help of positive reinforcement, by So Vaello (2007) points out as important, the use of different motivational techniques to achieve success in school. Also indicates some outstanding issues for student motivation, I think those are the basis of this teaching proposal:

- Have a positive attitude: predispose the students for learning.
- Introduce new expectations; expect to get something new our classes.
- Achievement motivation or satisfaction in activities that are conducted with success.
- Extrinsic motivation (based on obtaining diverse rewards).

In addition, Vaello (2007) made a very successful and interesting statement to understand the influence that teachers have on the motivation of their students and how important it is how we work with them:

"The teacher can influence the expectations of the students, for better or worse: They can open or close doors. Teacher effectiveness goes through ability to induce in students expectations of success, making (Think might) and getting them to see that the effort required is reasonable and not excessive "(Vaello Orts, 2007, p.175).

Students often feel that learning a language other than their mother tongue is difficult and impractical but the CLIL method gives a different opportunity, through materials that students see every day and especially materials that really catches their attention as

is For History, Social Sciences, Philosophy acquire them in a better way the English language.

In the specific case of strengthening matter of history that is the material chosen for the development of this thesis the teacher can use a variety of elements for the development of the class as concept maps that guide the acquisition of the information while unit helps in teaching and learning in L2, thus the student to learn history while also acquires knowledge of English vocabulary and new expressions, using grammatical structures and different speeches in English as narration, description, enhancing the capacity written arguing. He discussed and finally the teacher manages to integrate students in activities and in the development of individual or group projects.

### **Language aspects.**

While observing the CLIL classroom, language aspects in terms of second language development and the use of L1 in the CLIL classroom were investigated. The aim of this investigation was to find out how second language skills can be developed and I what situations L1 is used in the CLIL classroom.

### **Second Language Development.**

While observing different subject being taught in English, I observed that some language skills and Sub-skills were paid more attention to during mathematics or geography and others were paid more attention to during biology.

### **Grammar.**

Looking at grammar in the CLIL classroom, it should be made clear that the subject teacher did not pay much attention to it probably due to the lack of time. The CLIL learner often made mistakes as far as the use of articles and the use of tenses is concerned. The geography teacher who was also a language teacher made some references to the proper use of English, E.g.

Let us revise the different use of the English article" ( here the teacher spent a few minutes explaining the use of definite and indefinite articles). The switch into the

explanation of English grammar was only noticed when the CLIL learners were constantly making mistakes, e.g. in the use of articles, pronouns or tenses. Additionally, the geography CLIL teacher as well as other subject learners had corrected them, e.g. While describing a picture you should use Present Continuous tense, remind us, please, what this tense looks like " (here, one of the learners tells the whole class how present Continuous should be formed) (geography), "All proteins consist of not in" (biology), "You should say these subjects, not this subjects- plural form.

### **2.3.1 CLASSROOM METHODOLOGY**

CLIL encourages students to learn by „doing things“ and by „collaborating“ (Marsh, 2008b) 17.

- Students are seen as active constructors who resort to their world experiences and schemata so that they can carefully examine and „do things“ with the new topics of study of the subject and linguistic contents.
- Students are expected to develop their pragmatic, sociolinguistic and strategic competence to collaborate in a CLIL learning environment.

CLIL teachers are expected to acquire and further develop certain professional competences, as Marsh, Mehisto, Wolff and Frigols (2010) explain in the European Framework for CLIL Teacher Education 18. Amongst these competences, there are:

- Personal reflection to explore their own understanding of competences, needs and attitudes.
- Understanding of CLIL core features to describe models, misconceptions, strategies and contextualize.
- Content and language awareness to apply strategies to present contents, support language learning and foster cognitive development in a constructivist way.
- Skills to integrate learning resources and environment.
- Knowledge about classroom management techniques.
- Skills to integrate methodology and assessment.
- Dynamic involvement in research and evaluation.

### **2.3.2 WHEN PLANNING A CLIL SESSION:**

Planning CLIL lessons demands a new approach that integrates aspects from the practices embedded in both subject disciplines and foreign language study. Some requirements to meet in CLIL courses include:

- Having a comprehensive guideline of the language and subject topics to be included in each session. This implies that the subject contents will permit to identify the language needed to deliver them at a word, sentence and text levels.
- Establishing the language and subject functional outcomes or material aims of the session. This involves identifying “what learners already know” (Marsh, et al. 2010:23)19 .
- Designing specific activities based on objectives that match the behavioral outcomes expected from students.
- Stating clear procedures that enhance language and subject cognitive skills and attitudes. It means that the teacher will need to identify and analyze preferred learning styles, try to improve their effective use, and try to expand on the use of other necessary styles (Marsh, et al. 2010).
- Proposing instructional strategies that take into account social constructivist theory, including forms of discourse that promote dialogic teaching and learning.
- Planning strategies for fostering critical thinking, and supporting continuous cognitive growth through a repertoire of other diverse didactic strategies, such as error awareness and correction, first language transfer and interference, antiplateau strategies, translanguaging and modeling.
- Identifying the resources required for the adaptation and preparation of classroom materials and the ways to integrate ICT in the curriculum in order to increase students talking time and provide opportunities to be creative and develop skills and autonomy (University of Cambridge ESOL Examinations, 2009).

### **2.3.3 WHEN DELIVERING A CLIL SESSION: THE FOUR DIMENSIONS OF CLIL SHOULD BE TAKEN INTO ACCOUNT WHEN DELIVERING THE SESSION.**

#### **2.3.3.1 CONTENT**

- Identifying learners' difficulties with the new subject content, especially with the key vocabulary.
- Avoiding lecturing, that is, extended teacher turns through the application of anti-plateau strategies.
- Creating opportunities for reinforcing content learning.
- Carrying out the presentation of new material by organizing whole-class discussions leading the class to the „discovery“ of new facts and concepts through strategic questioning. As stated by Marsh, et al. (2010:19)<sup>21</sup>, “teacher questioning which encourages learner questioning is fundamental to higher-order thinking skills, creativity and linguistic progression”.
- Favour the use of questions about reasons, opinions and beliefs, as opposed to questions about facts or didactic open and closed questions. According to a study examined by Dalton-Puffer (2007a:12)<sup>22</sup>, which agrees with the position of Marsh, et al. (2010) about the way to carry out questioning in the CLIL class, “questions for facts typically received minimalist answers, whereas the other targets encouraged more complex utterances”. Therefore, questions seem to determine student output in whole-class interaction.

#### **2.3.3.2 COMMUNICATION**

- Modifying input for least advanced learners.
- Apply strategies in order to foster in learners the habit of linking new learning with their personal experience outside the classroom (Marsh, et al. 2010).
- Scaffolding<sup>23</sup> students' understanding (input) and their production (output) of both subject content and target language by using different resources like questions and sentence stems for guidance.



- Identifying key concepts of content subjects and making them accessible to learners through the use of different strategies which take into account students' diverse language competences and needs (Marsh, et al. 2010).
- Making of school lessons predominantly oral events to interact with teacher and peers so that knowledge is not transmitted but jointly constructed (Mercer 1995).
- Increasing students talking time through the application of task-based learning that includes pair and group work. Marsh, et al. (2010) recommends the use of diverse classroom set-ups to promote student communication, cooperative learning and leadership.
- In Dalton-Puffer's view (2007a), despite the nonhierarchical configuration of the four dimensions of CLIL, and their interdependence, communication, that is to say language, should hold the central place.<sup>24</sup>

### **2.3.3.3 COGNITION**

- Deploying strategies for developing critical thinking in students about content and language, promoting awareness of the topic discussed in the subject content, the language, and the learning process (Marsh, et al. 2010).
- Helping learners develop critical thinking and cognitive strategies through the use of Bloom's cognitive categories<sup>25</sup>: - Knowledge – recall, recognize, relate, etc. - Comprehension – define, describe, explain, interpret, etc. - Application – compare, contrast, classify, categorize, etc. - Analysis – predict, guess, hypothesize, etc. - Synthesis – conclude, decide, choose, etc. - Evaluation – judge, prove, compose, recommend, etc.
- Favouring co-constructing knowledge with learners over instructing learners.
- Co-creating with students a non-threatening environment that is driven by learning and active participation.
- Promoting reflection on skills, goals and achievements.
- Resorting to the use of technology and the practice of blended learning (Marsh, et al. 2010) which may provide, for instance, visual support for effective task completion.
- Promoting note taking, drafting, editing, stating facts and opinions, carrying out investigations and recording results (University of Cambridge ESOL Examinations, 2009).

#### **2.3.3.4 CULTURE**

- Promoting the development of activities that help learners view the world from different perspectives and analyze content from different cultural points of view.
- Foster the decoding of new information based on new thinking horizons, using frames of reference that have been enriched with elements taken from different cultures and value systems that broaden the way students think and learn.

#### **2.3.4 CLASSROOM INTERACTION**

Relationship between learners and teachers are more formal and remote in some educational sectors than others. Crandall and Tucker (1990:187) claim that such a social distance is often due to subject matter, the atmosphere at school and the attitude of individual teachers towards learners. In CLIL, the teacher may recognize that by teaching in a L2 he/she may be in a slightly disadvantageous position. This may be due to reduced personality syndrome or to the demand of being a good teacher. Christ (1996) state that CLIL is a positive action as it brings the learners together and helps to prepare them for more intensive team-work skills and cooperation later in their courses. In the CLIL context the teachers also need to show and communicate with the learners in a greater range of ways in order to support their learning. It can be said that CLIL facilitates movement towards learners adopting a more adult-adult relationship with the teacher who become a professional facilitator. In some schools where CLIL has been introduced, little shift in the learner-teacher relationship can be noticed. The teachers rely on lecture methods and they do not try to be in close relationship with their learners. If the CLIL context remains a classic adult-learner environment, in which the adults is the one who knows and the one who provides, with the learners in the role of passive recipients, then there are various variables which can upset the learning climate (Marsh and Marsland 1999:35). In fact, shifting the style towards shared experience or adult-adult help to cope with certain problems which may appear in the CLIL classroom.

Van Lier (1988: 94) distinguishes four basic types of classroom interaction:

- a. The teacher has no control over the topic and the activity
- b. The teacher controls the topic but not the activity

- c. The teacher controls the topic and the activity
- d. The teacher controls the activity but not the topic;

### **2.3.5 Stimulus as motivation for learning**

Student motivation should be the goal that teachers wish to pursue. First, it is important to inquire about how to create an atmosphere of positive and optimistic work, to have a basis in which students feel stimulated, and find it easier to try and learn.

According to Marujo, and Perloiro Neto (2003), the first thing you should is a highlight of their contributions, about the pedagogy of optimism, which indicate what we must never do, if we want to foster an upbeat environment; because to start working properly in a positive way is important to understand the mistakes that we should not suffer as a teacher:

- Obsessed with perfection, as it can make students finish encountering persistent difficulties to get done and staff professionally.
- Pay special attention to the development of self-esteem of children, to which, in his book, give us some guidelines, such as:
  - a) Perform more often issues that students are. They give them well, so that, in this way, feel more confident thereof.
  - b) Teach accepted as they are. They should realize the things that are good and have. Them very present, but should be aware of issues that can be improved.
  - c) We must develop self-confidence. It's good for students to know of what they can and also be able to take risks improve and acquire new skills.
- Another obstacle toward optimism would dependency, as it may stop our human fulfillment and also makes us stop paying attention issues that are really important.
- How could it be otherwise, a clear obstacle is the limitations that we impose self, which did not give us in possible experiments and risks that can guide our destiny or learning.

- Another issue to move towards optimism is stress, as it can lead to overwhelm the student and eventually run out of energy necessary to conduct a successful learning process.
- When we talk about improving or realization, we must also take
- Clearly, to achieve the main thing is to accept our mistakes, correct them and see them as something to extinguish.

For this reason, the next hurdle is the continuous apologies, a problematic is that it is generally the errors with arguments of third parties evade blame for this does not assume responsibility for such errors or failures and this is a very visible obstacle to students of all educational levels.

Marujo, and Perloiro Neto (2003) also provided clues to exercise a speech optimistic nature, which will help create stimulating environments for students. As in the previous point, you must first discuss the linguistic mistakes that you cannot make in the classroom:

1. Delete messages from our orders and undertakings, "You have to ...", "because I want to...",
2. Do not ridicule or embarrass you with messages: "You're a baby", "are a spoiled ", "like you always do not "In addition to those issues to avoid in the speeches of teachers, also indicate those which are very beneficial for this type of environment we want to create optimistic:
3. Praise: "I really like you to help your partner," for example.
4. Assess positively: "You were very brave to read aloud."
5. Understanding: "I liked very much to find a solution to this problem with you".
6. Consuelo, "you'll feel better when ..."
7. Empathy: "I have also been to your place and understand what you say."

Alonso Tapia and Caturra Fita (1998) argues that: The motivation of a particular student cannot typecast exclusively in one of the previous four categories or classes.

Motivation 1<sup>a</sup>- related task (intrinsic motivation).

Motivation 2<sup>a</sup>- related to the self (self-esteem).

Motivation 3<sup>a</sup>- focused on the social value (motivation of affiliation)

Motivation 4<sup>a</sup>- aimed at achieving external rewards

The motivation of anyone will be tinged with components in each of the above four groups. (P.71).

### **2.3.6 How to motivate your students in class with CLIL method?**

We have already discussed how we can achieve the interest of students in the classroom, is not rewarding for a teacher that her students do not give the necessary care or worse than not capture the information poured into the classroom, it is for CLIL why the method is a new and innovative way to do it however the CLIL method should work with other forms of motivation for students, the curiosity and interest of students when classes are taught. Sometimes we complain that our students show little motivation that we pass them and that may be because as teachers are failing to capture their attention. For this reason is important investigate about others way to teach. Here we have five interstices advice to teach with CLIL method:

#### **2.3.6.1. Cooperative:**

The teacher must be aware that the concept of master class, one-way explanation as the only model of teaching-learning process is obsolete.

#### **2.3.6.2. Versatility:**

It should be noted that the teacher is a professional in constant evolution. One teacher who does not evolve becomes a monolithic teaching and makes it predictable, monotonous and boring. There is nothing worse than a predictable teacher in motivating students in a group.

#### **2.3.6.3 Product sales:**

Teachers are something like a commercial. Because what we do is sell a product, the knowledge. And sell a product, whatever it is, it is not easy. The good trader is one who is capable of reaching the hearts of consumers, who can make you believe they really need to consume that product. With teachers something similar happens. To the extent that we are able to sell our product, knowledge, sell more.

#### **2.3.6.4 Creating expectations:**

The fact of creating expectations is a key factor in motivating students. If before we had made reference to the importance of selling our product, we refer here to the fact how to wrap the product. And we can wrap by creating expectations. The fact create expectations in the classroom increases the curiosity, interest and, above all, the attention of your students. If we create expectations, students will be motivated to await something that has to be surprising, different, and special.

#### **2.3.6.5 Unconditional positive reinforcement:**

By unconditional positive reinforcement we understand the fact reward and thank our participation and interest students in the classroom. Where once we had mentioned that education must impart knowledge bidirectional, unconditional positive reinforcement makes more sense than ever. We know reward, appreciate and acknowledge explicitly the interaction and participation of our students. If we really want to motivate them, to show them that we are imprecibles in the classroom, we value them greatly, and we have them at all times, we consider their views, and we greatly appreciate their successes and their mistakes. Unconditional positive reinforcement is to give students a morale booster, to promote self-esteem in them win in safety.

#### **2.3.7 STRENGTHENING EDUCATION:**

It is an educational measure to fill knowledge gaps or review worked specific content in class (reinforcement) or in those cases where the needs of students requiring it will address the recovery of instrumental basic skills that prevent the student to follow development within classes.

A reinforcing or strengthening is all that stimulus that causes the behavior that caused it to increase. One of the distinctions to be made as to reinforcement is the positive reinforcement or negative reinforcement. (Quintero; J; 2007:1). Exist two kind of Motivational classes' intrinsic motivation and extrinsic motivation.

### **2.3.7.1 Positive reinforcement**

Is what reinforce that increases our conduct because this conduct do we get something we like. Positive reinforcement is giving candy to a child for completing their obligations; to conduct their duties increases because the child gets something he likes. Positive reinforcement is something that will help keep behavior.

### **2.3.7.2 Negative reinforcement**

Is reinforcement that enhances our behavior because such behaviors by making you take away something we do not like or want to avoid? Don't confuse the terms of positive or negative in the sense of right or wrong; we talk about positive reinforcement whenever something is received by the behavior, and talk of negative reinforcement whenever an aversive stimulus is removed to increase the frequency of the behavior.

## **2.3.8 MOTIVATION**

Motivation is based on those things that impulse an individual to carry out certain actions and conduct steady until meet all the objectives.

### **2.3.8.1. Intrinsic Motivation:**

Refers to personal satisfaction that is successfully face the task itself.

### **2.3.8.2. Extrinsic motivation:**

They depend on what others say or do about a student's performance, or what he gets tangibly their learning.

### **2.3.8.3 Motivation 1<sup>a</sup>- related task (intrinsic motivation).**

They are their own subjects that arouse great interest in the student and he sees the need to deepen and learn as much about them, without any obstacle or difficulty halt him. Strengthening this type of motivation, students find it only in the fact achieve progress and master the concepts of matter.

#### **2.3.8.4 Motivation 2<sup>a</sup>- related to the self (self-esteem).**

When performing various learning and through them we see that we get failures and successes, through which will create our self; that is, if I'm getting little achievements I will gain security and positivity, which motivate me to face new learning.

#### **2.3.8.5 Motivation 3<sup>a</sup>- focused on the social value (motivation of affiliation).**

When we're satisfied and we are valued socially we managed to obtain security in ourselves. In this way, we will be motivated to keep getting challenges do we remain valued (this can sometimes create dependency).

#### **2.3.8.6 Motivation 4<sup>a</sup>- aimed at achieving external rewards.**

Awards or reinforcing materials that can make students strive and work with proper academic performance.

#### **2.3.9 Motivation (Learners and Teachers)**

**Motivation** is another important affective variable to consider in the CLIL classroom. Motivation refers to the driving force in any situation. In the socio-educational, model, motivation to learn the second language or a subject in the L2 is viewed as requiring three elements. First, the motivated individual makes effort to learn the language. That is, there is a persisting and consistent attempt to learn more, by doing extra work, etc. Second, the motivated individual wants to achieve the goal. Such an individual will express the desire to succeed, and will strive to achieve success will express the desire to succeed, and will strive to achieve success. Third, the motivated individual will enjoy the task of learning the language. Such an individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times ( Gardner, 1995). Motivation is also examined in terms of the intrinsic and extrinsic motives of the learner (Gardner 1995: 2) refers to this as the "learner's" orientation". He calls them "integrative and instrumental".

Integrative orientation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target



community .Integrative orientation refers to s desire to increase the affiliation with the target community (Ibidem).

Instrumental orientation refers to learners´ desires to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career (Ibidem). These orientations are part of the learner´s motivation at the boal level and affect the learner´s core motivation. In other words, those who learn for their own self-received needs and goals are intrinsically motivated and those who purpose a goal only to receive an external reward form someone else are extrinsically motivated( Brown, 2007: 168).

### **2.3.10 Attitudinal Aspects (Learners and Teachers)**

Attitude can be defined as a set of beliefs developed in a due course of time in a given sociocultural setting. In fact a positive attitude facilitates learning. If the learner is reluctant to learn or he/she does not produce any result. Language learning is affected by the attitude and motivation. Motivated and demotivated learners have different perceptions of their class, teacher and curriculum. Their perceptions are responsible for their attitudes. An individual´s perception of the class, the teacher, peer group, syllabus and his/her awareness for future need effect his/her attitude to language learning.(Grosjean, 1999:

## **2.4. HYPOTHESIS**

The implementation of CLIL method influences positively in the teaching Ecuador's history at Octavo año "A" at UNIDAD EDUCATIVA CAPITAN EDMUNDO CHIRIBOGA OF RIOBAMBA CITY, CHIMBORAZO PROVINCE DURING THE ACADEMY PERIOD 2015-2016.

## **2.5 VARIABLES**

### **2.5.1. Independent Variable**

CLIL METHOD

### **2.5.2. Dependent Variable**

THE ENGLISH LANGUAGE REINFORCEMENT

## 2.6 VARIABLE OPERACIONALIZATION

**Table N°. 1. Independent Variable**

<b>VARIABLE</b>	<b>DEFINITION</b>	<b>CATEGORY</b>	<b>INDICATORS</b>	<b>TECHNIQUE</b>	<b>INSTRUMENT</b>
<b>CLIL METHOD</b>	CLIL (Content and Language Integrated Learning) is a teaching method in which learners develop linguistic competence and problem-solving abilities by learning content subjects in another language. However, learners' cognitive gains may depend on their affectivity.	Target language  CLIL method activities  L2 Motivational Self System  Second Language Acquisition (SLA)  Learning process	Lesson plan  Vocabulary  Teaching resources	SURVEY	QUESTIONNAIRE

**Table N°. 2. Dependent Variable**

<b>VARIABLE</b>	<b>DEFINITION</b>	<b>CATEGORY</b>	<b>INDICATORS</b>	<b>TECHNIQUE</b>	<b>INSTRUMENT</b>
<b>ENGLISH LANGUAGE REINFORCEMENT</b>	The resource that the teacher uses to reinforcement the knowledge that students has been known	Fluency  Accuracy	Expressing ideas in their own words.  Conversation.  Dialogues.	SURVEY	QUESTIONNAIRE

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. DESIGN OF INVESTIGATION**

##### **3.1.1 Quantitative**

The study of this problem thesis we allowed to work with both variables in a structured and systematic process to collect, analyze and interpret information in order to know how CLIL method influenced the strengthening students English language through the implementation of activities in the Octavo año “A” at Unidad Educativa “Capitan Edmundo Chiriboga” where the results were represented in statistical graphs. The results will also help to make inferences for future research.

#### **3.2. TYPE OF INVESTIGATION**

##### **3.2.1 Predictive**

The research was conducted in the Octavo año “A” at Unidad Educativa Capitán Edmundo Chiriboga during three weeks of classes, with teacher’s help; it was able to inform students about the importance of teaching methodologies into the classrooms.

At the beginning of the investigation was applied a survey to measure the knowledge of students in research, according to the methods of teaching and interest to implement the language learned in class, leading to noticeable results in neglect existed as to practice the English language outside their classrooms, in the same way disinterest by students in learning English through other materials and little security they felt investigated to speak English even among their peers, after applying the survey a schedule was held in conjunction with the teacher and thus coordinate the days when the investigators could apply the CLIL method, giving results in applied research posed three days a week over the course of one hour of class.

The CLIL method was applied by the Ecuadorian history specifically the Colonial Era and independence, using posters, books, dialogues, discussions with students, it is important to mention that students did not see grammatical structures yet, learned to recognize grammatical structures such as passive voice, past simple, past continuous,

among others. The result was that the students felt security and satisfaction to speak in English language.

At the end of the investigation the same survey that was used at the beginning, it gave favorable results as stimulus to learn English and to transmit on the knowledge gained in this language to others; also as students have a base about what means teaching methods and its importance in the English language learning.

Researchers Recommend at the teacher to keeping the implementation of CLIL method in their students, as they showed great interest in continued learning as an innovative and entertaining way, the final result of the investigation revealed favorable effects on the use of this methodology in students.

### **3.2.2 Field research**

During the devoted time along the collection of data in the institution, it is possible to face the reality about the importance use of new methods and maintain a handy contact with the reason of the problem that students have.

### **3.3. POPULATION AND SAMPLE**

This research problem was done at Octavo año Paralelo "A" at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba City, Chimborazo province during the academic period 2015-2016. There is a population of 29 students and one teacher.

**Table N°. 3. Population**

<b>SAMPLE</b>	<b>STUDENTS</b>
MALE	19
FEMALE	10
TEACHER	1
TOTAL	30

**Source:** Thesis research at Unidad Educativa "Capitan Edmundo Chiriboga"

**By:** Joselyn Aguilar and Blanca Santacruz

### **3.5. SAMPLE**

The population is small so the researchers will work with all involved in the investigative process.

### **3.6. TECHNIQUES FOR DATA COLLECTION**

#### **3.6.1 OBSERVATION**

To gather information, this technique helps to diagnose appropriately the student's proficiency as well as give us the opportunity to introduce CLIL Method appropriately.

#### **3.6.2 SURVEY**

To gather information, the survey is a technique that helps us diagnose properly the domain of methodologies students at the beginning of the application, it is important that the survey is completely understandable for people to be surveyed.

**3.6.2.1. Surveys addressed to the students of the Octavo año "A" at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba city before applying the CLIL method in the strengthening of English language.**

1. Do you know what a teaching methodology is?

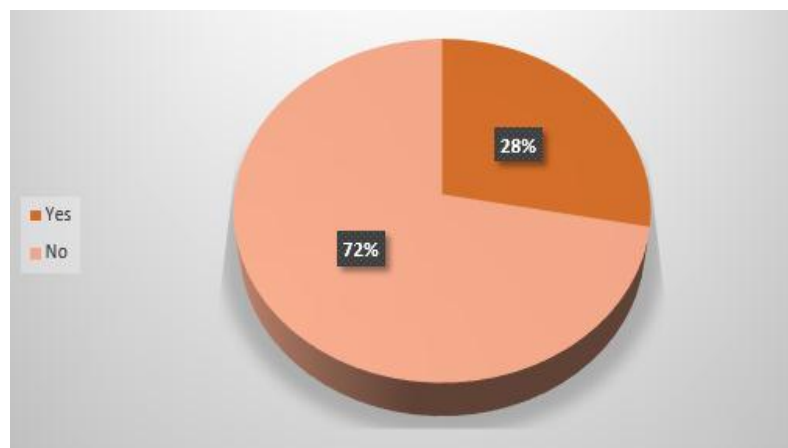
**Table N°. 4. Teaching Methodology**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	8	28%
No	21	72%
Total	29	100%

Source: Surveys

Done by: Joselyn Aguilar and Blanca Santacruz

**Graphic N°. 1. Teaching Methodology**



Source: Table No. 4

Done by: Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, 28% said they knew what a method of teaching is, 72% of students have no knowledge or information about which are the teaching methods.

**b) Interpretation:** The results of the surveys show that over 50% of students are unaware that it is a teaching method.



## 2. Do you think your teacher apply teaching methods in your class?

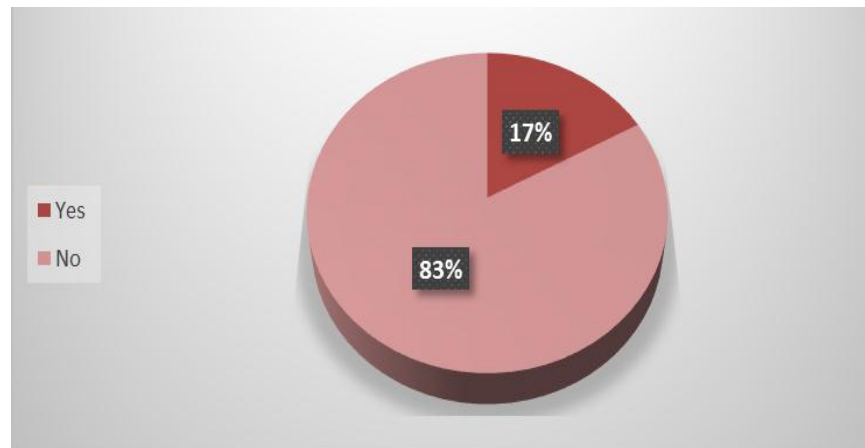
**Table N°. 5. Teaching Methods in classes**

OPTIONS	FREQUENCY	PERCENTAGE
Yes	5	17%
No	24	83%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic Nª. 2. Teaching Methods in classes**



**Source:** Table No. 5

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, 17% of students said that their teacher applied teaching methods in class, 83% said their teacher doesn't apply any method of teaching in their classes

**b) Interpretation:** The results of the surveys show that over 50% of students think their teacher don't apply any method of teaching in their classes.

**3. Do you think that you are learning English in a natural way or Traditional Way?**

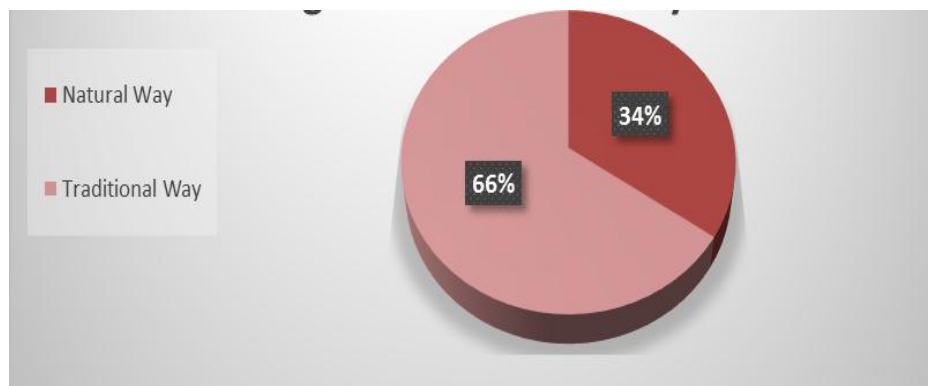
**Table N°. 6. Learning English in a Natural way**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Natural Way	10	34%
Traditional Way	19	66%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic N°. 3. Learning English in a Natural way**



**Source:** Table No. 6

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of surveyed students, 34% of students think they are learning English in a natural or differently way, 66% of students consider they are learning English in a traditionalist way.

**b) Interpretation:** The results obtained show that more than 50% of students continue learning in a traditional way.

#### 4. How much class time devoted your teacher to teach grammatical structures?

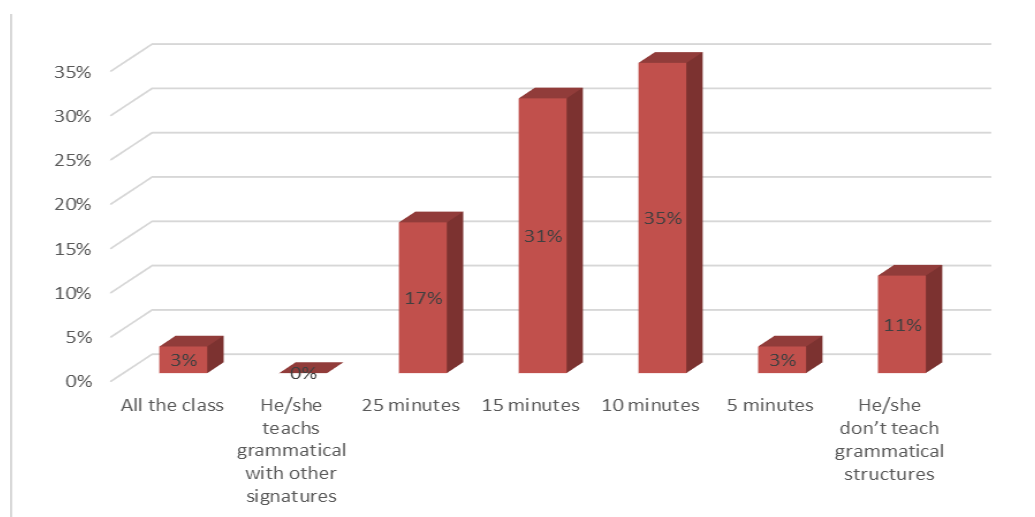
**Table N°. 7. Grammatical Structure in the class.**

OPTIONS	FREQUENCY	PERCENTAGE
All the class	1	3%
He/she teaches grammatical with other signatures	0	0%
25 minutes	5	17%
15 minutes	9	31%
10 minutes	10	35%
5 minutes	1	3%
He/she don't teach grammatical structures	3	11%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic N°. 4. Grammatical Structure in the class.**



**Source:** Table No. 7

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, the 3% of students said that their teacher always teaches grammar, 0% said that their teacher teach English with other signature, while 17% said their teacher taught grammar 25 minutes English class, 31% said their teacher devotes 15 minutes to give grammar in every day, however 35% of students said their teacher teaches grammar 10 minutes in class, 3% said his teacher teaches grammar five minutes in each of their classes although 11% said their teacher never taught grammar in the classroom.

**b) Interpretation:** The results obtained from the surveys show that 48% of students say their teacher teaches 10 to 5 minutes grammar in their English classes.

## 5. Do you practice English outside the classroom?

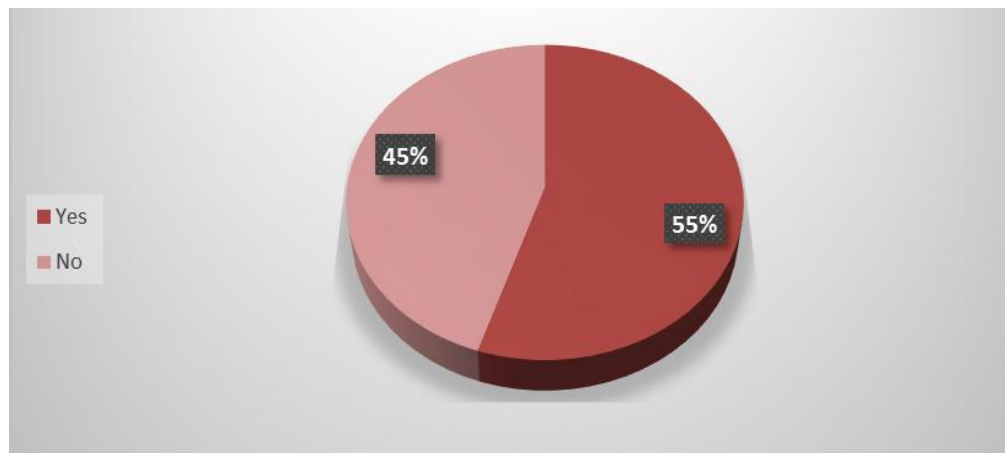
**Table N°. 8. Use English outside the class**

OPTIONS	FREQUENCY	PERCENTAGE
Yes	16	55%
No	13	45%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic N°. 5. Use English outside the class**



**Source:** Table No. 8

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of surveyed students, the 55% of students said they use in their daily lives the English language, 45% of students said that doesn't use English outside of class.

**b) Interpretation:** The results obtained show that more that 50% of students use English outside the class.

## 6. Do you know about the CLIL method?

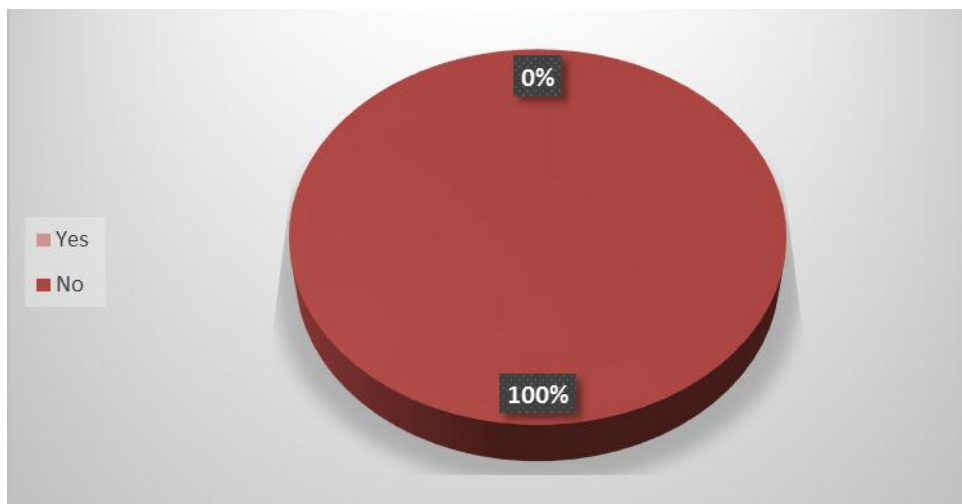
**Table N°. 9. CLIL Method**

OPTIONS	FREQUENCY	PERCENTAGE
Yes	0	0%
No	29	100%
Total	29	100%

Source: Surveys

Done by: Joselyn Aguilar and Blanca Santacruz

**Graphic Nª. 6. CLIL Method**



Source: Table No. 9

Done by: Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, the 100% don't know what the CLIL method is and how is it used.

**b) Interpretation:** The results obtained from the surveys show that students need know about this method.

## 7. Would you like to study the English language with other subjects?

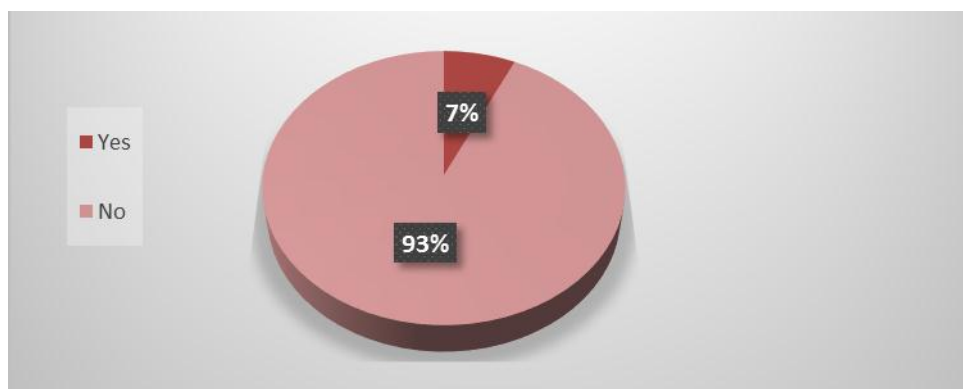
**Table N°. 10. Other Subjects with English**

OPTIONS	FREQUENCY	PERCENTAGE
Yes	2	7%
No	27	93%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic N°. 7. Other Subjects with English**



**Source:** Table No. 10

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, 7% said that they would like to learn English through other subjects, but the 93% of students said they don't like to learn English with other subjects,

**b) Interpretation:** The results obtained from the surveys show that more than 50% of students don't want learn English with other subjects.

## 8. Would you like to learn English with Ecuadorian history?

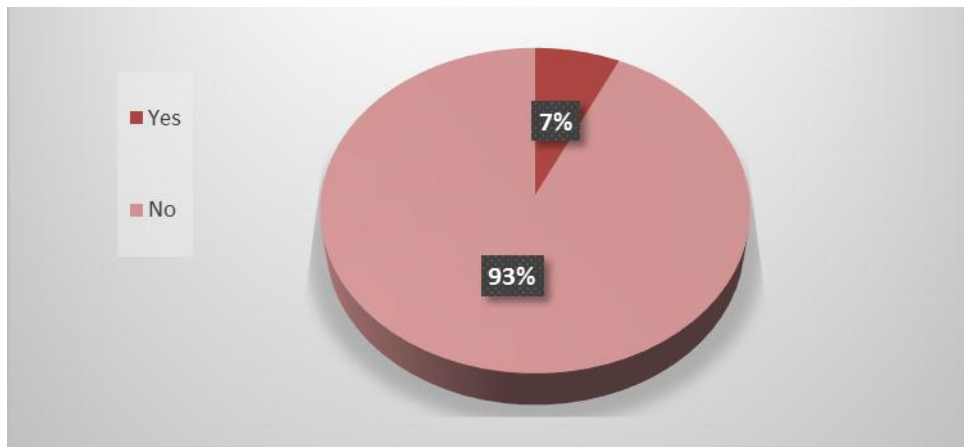
**Table N°. 11. Learn English in other study areas**

OPTIONS	FREQUENCY	PERCENTAGE
Yes	2	7%
No	27	93%
Total	29	100%

Source: Surveys

Done by: Joselyn Aguilar and Blanca Santacruz

**Graphic N<sup>a</sup>. 8. Learn English in other study areas**



Source: Table No. 11

Done by: Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, 7% said that they would like to learn Ecuadorian History with English, the 93% of students said they don't want to learn Ecuadorian History with English,

**b) Interpretation:** The results obtained from the surveys show that more than 90% of students don't want learn about Ecuadorian History in English.

## 9. Do you feel security of speak in English with other people?

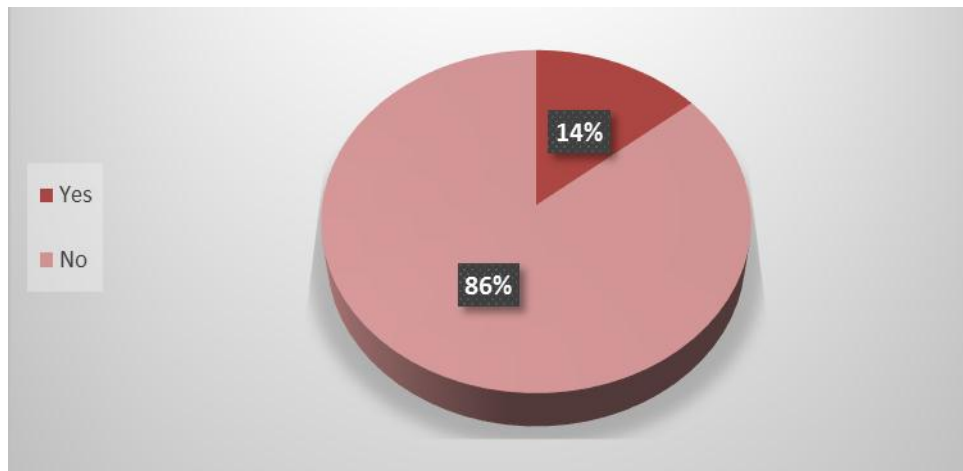
**Table N°. 12. Security of Speak English**

OPTIONS	FREQUENCY	PERCENTAGE
Yes	4	14%
No	25	86%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic N°. 9. Security of Speak English**



**Source:** Table No. 12

**Done by:** Joselyn Aguilar and Blanca Santacruz

- a) **Analysis:** From the 100% of the surveyed students, 14% of students feel safe to speak English in public, yet 86% of students don't feel any kind of security to speak English with other people.
- b) **Interpretation:** The results obtained from the surveys show that most students don't want to speak English in public because they don't feel security.



**3.6.2.1 3. Surveys addressed to the students of the eighth year "A" at educational unit Captain Edmundo Chiriboga of Riobamba city after applying the CLIL method in the strengthening of English language.**

**1. Do you know what a teaching methodology is?**

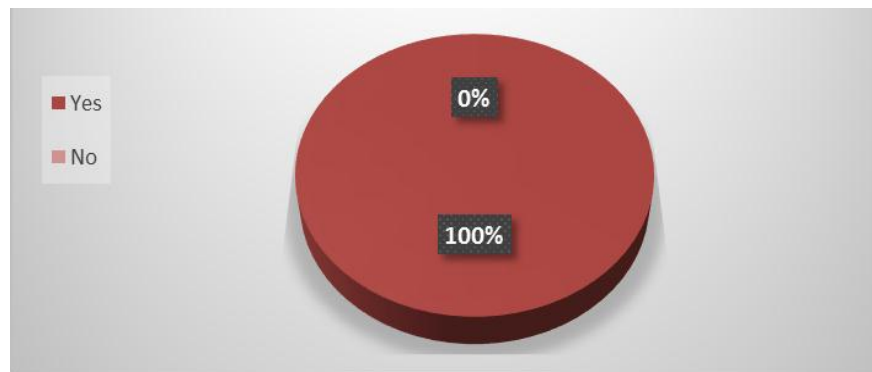
**Table N°. 13. Teaching Methodology**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	29	100%
No	0	0%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic Nª. 10. Teaching Methodology**



**Source:** Table No. 13

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, the 100% of them say knows what a class method is.

**b) Interpretation:** The results obtained from the surveys, show that students have the knowledge about methodologies.

**2.- Do you think your teacher apply teaching methods in your class?**

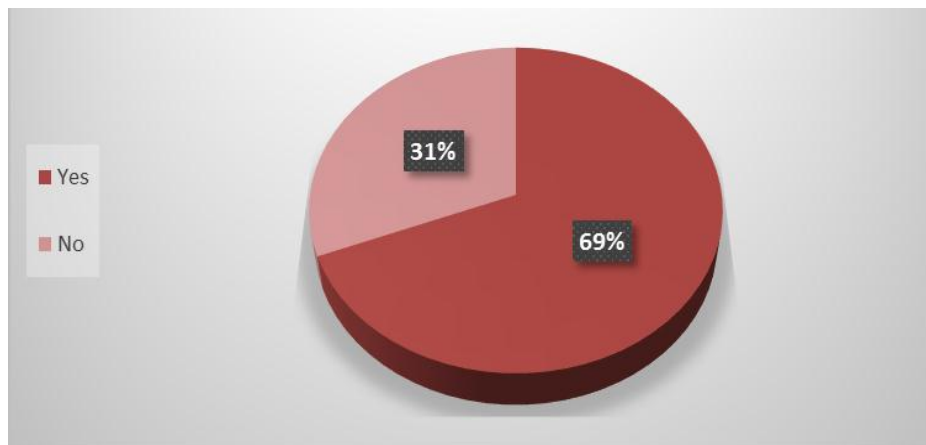
**Table N°. 14.** Teaching Methods in classes

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	20	69%
No	9	31%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic Nª. 11.** Teaching Methods in classes



**Source:** Table No. 14

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, the 69% of students said that their teacher applied some kind of methodology in their classes, however 31% of students said that their teacher doesn't apply any kind of methodology in their classes.

**b) Interpretation:** The results obtained from the surveys show that most students think that their teacher applied teaching methodologies in their classes.

### 3. Do you think that you are learning English in a natural way or Traditional Way?

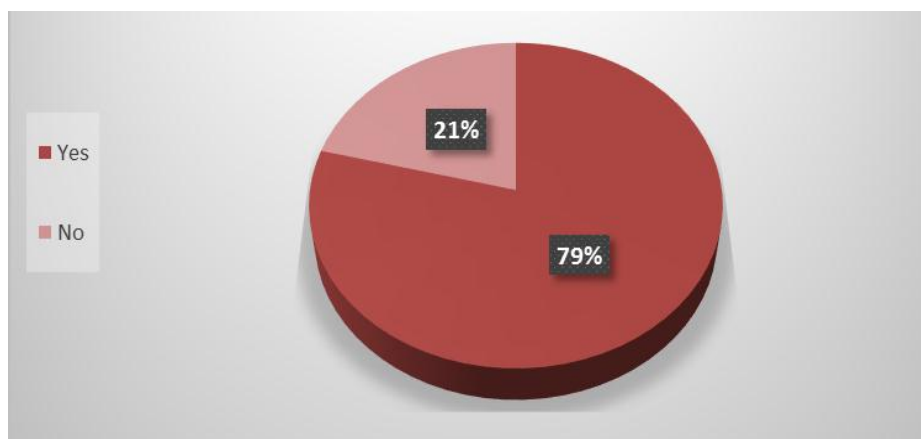
**Table N°. 15.** Learning English in a Natural way

OPTIONS	FREQUENCY	PERCENTAGE
Natural Way	23	79%
Traditional Way	6	21%
<b>Total</b>	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic Nª. 12.** Learning English in a Natural way



**Source:** Table No. 15

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of surveyed students, the 21% believes that they are learning English in a traditional way, but 79% of the students are sure that they learn English in a natural way.

**b) Interpretation:** The results obtained show that students learn in a natural way, but the teacher still needs to strengthen its classes so that students acquire the English language as a second language.

#### 4. – How much class time devoted your teacher to teach grammatical structures?

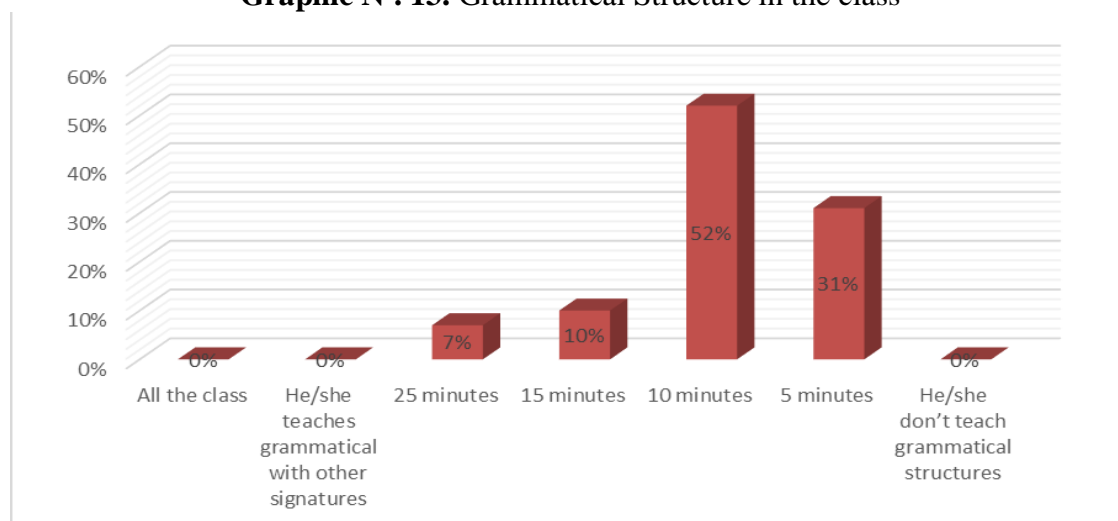
**Table N°. 16.** Grammatical Structure in the class

OPTIONS	FREQUENCY	PERCENTAGE
All the class	0	0%
He/she teaches grammatical with other signatures	0	0%
25 minutes	2	7%
15 minutes	3	10%
10 minutes	15	52%
5 minutes	9	31%
He/she don't teach grammatical structures	0	0%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic N°. 13.** Grammatical Structure in the class



**Source:** Table No. 16

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, the 0% of students said that their teacher always teaches grammar, 0% said that their teacher teach English with other signature, while 7% said their teacher taught grammar 25 minutes English class, 10% said their teacher devotes 15 minutes to give grammar in every day, however 52% of students said their teacher teaches grammar 10 minutes in class, 31% said his teacher teaches grammar five minutes in each of their classes, finally the 11% said their teacher never taught grammar in the classroom.

**b) Interpretation:** The results obtained from the surveys show that mostly the students are agreed that their teacher teach grammar in all classes, it helps to reinforce the English learning in a natural way.

## 5. – Do you practice English outside the classroom?

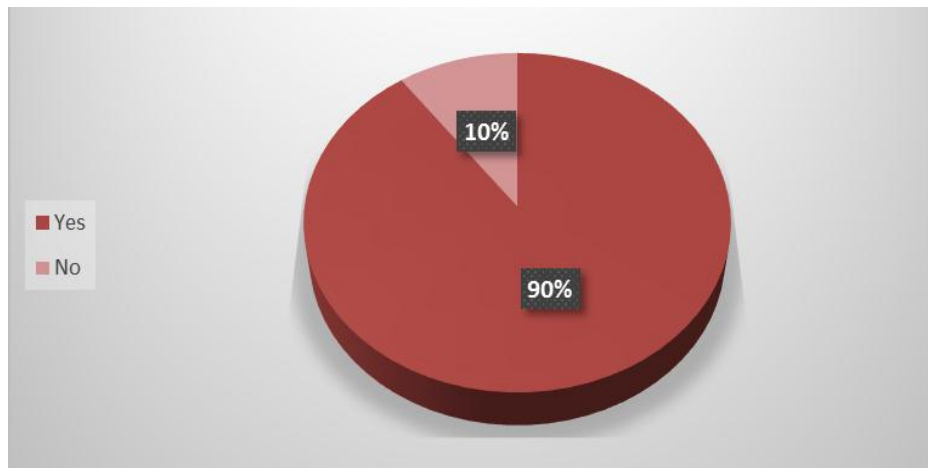
**Table N°. 17.** Use English outside the class

OPTIONS	FREQUENCY	PERCENTAGE
Yes	26	90%
No	3	10%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic Nª. 14.** Use English outside the class



**Source:** Table No. 17

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of surveyed students, the 10% of students even do not use the English to communicate outside of its class, the 90% of them for practicing English, the 11% discuss about a specific topic and the 31 % chat with friends.

**b) Interpretation:** The results obtained show that students feel safer to speak English outside their classrooms because their teacher gives the necessary tools to reinforcement their knowledge and they feel more comfortable.

## 6. – Do you know about the CLIL method?

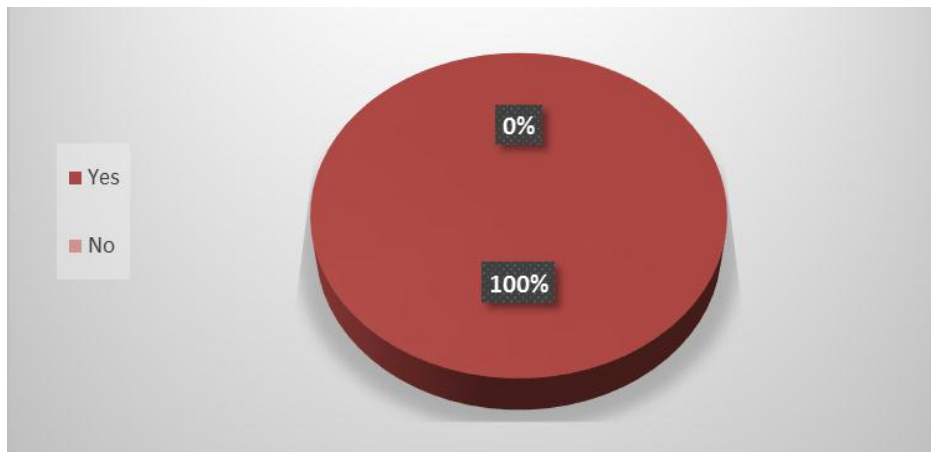
**Table N°. 18.** CLIL Method

OPTIONS	FREQUENCY	PERCENTAGE
Yes	29	100%
No	0	0%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic Nª. 15.** CLIL Method



**Source:** Table No. 18

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, the 100% know what the CLIL method is and how is it used.

**b) Interpretation:** The results obtained from the surveys show that students now have enough knowledge to self-educate and learn the English language, always with the support of their teacher.

## 7. – Would you like to study the English language with other subjects?

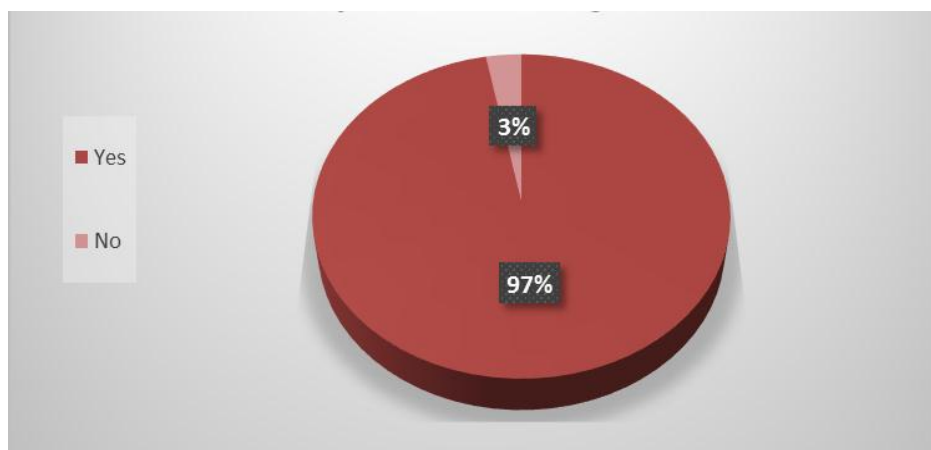
**Table N°. 19.** Other Subjects with English

OPTIONS	FREQUENCY	PERCENTAGE
Yes	28	97%
No	1	3%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic Nª. 16.** Other Subjects with English



**Source:** Table No. 19

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed, 97% said that they would like to learn English with other subject, the 3% of students said they don't want to learn English with other subject.

**b) Interpretation:** The results obtained from the surveys show that more than 90% of students want learn English with other subject, it's a good diagnostic because the teacher can apply permanently this method.

**8. Would you like to learn English in other areas of study such as history?**

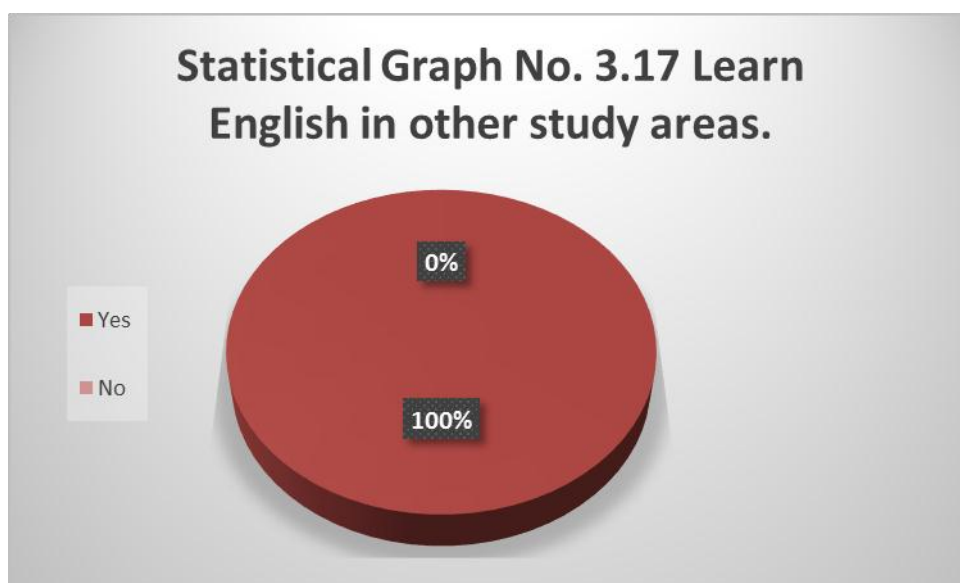
**Table N°. 20.** Learn English in other study areas

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	29	100%
No	0	0%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic Nª. 17.** Learn English in other study areas



**Source:** Table No. 20

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, the 100% of them say that they agree to learn English through Ecuadorian History.

**b) Interpretation:** The results obtained from the surveys show that students felt much interest to learn English because it was a different way of teaching English language.



**9. – Do you feel security of speak in English with other people?**

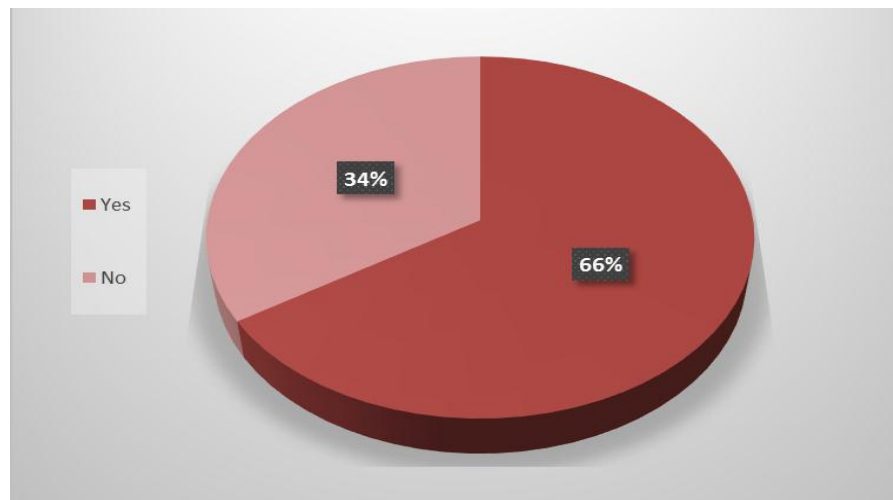
**Table N°. 21.** Security of Speak English

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	19	66%
No	10	34%
Total	29	100%

**Source:** Surveys

**Done by:** Joselyn Aguilar and Blanca Santacruz

**Graphic N<sup>a</sup>. 18.** Security of Speak English



**Source:** Table No. 21

**Done by:** Joselyn Aguilar and Blanca Santacruz

**a) Analysis:** From the 100% of the surveyed students, the 66% of them say they feel more trust to exchange ideas with the people outside the classroom, however 34% of students still feel some kind of fear to speak English in public.

**b) Interpretation:** The results obtained from the surveys show that students despite efforts to make students feel safer to talk, the 34% of students don't feel safe even public speaking through the English language, this indicates that the teacher should continue with the application of the CLIL method because the students have shown more confidence after the application of this method.

**Results obtained from the surveys applied before and after the application of CLIL in the English language reinforcement in the teaching of the Ecuadorian history in the Octavo Año "a" at Unidad Educativa Capitan Edmundo Chiriboga of Riobamba city, Chimborazo Province during the academic period 2015-2016."**

**Table N°. 22.** Results obtained from the surveys applied before and after the application of CLIL

QUESTIONS	SURVEY BEFORE THE APLICATION OF CLIL METHOD		TOTAL	SURVEY AFTER THE APLICATION OF CLIL METHOD		TOTAL
	BEFORE			AFTER		
1) Do you know what a teaching methodology is?	Yes	No		Yes	No	
	28 %	72 %	100 %	100 %	0 %	100 %
2) Do you think your teacher apply teaching methods in your class?	Yes	No		Yes	No	
	17 %	83 %	100 %	69 %	31 %	100 %
3) Do you think that you are learning English in a natural way or Traditional Way?	Yes	No		Yes	No	
	34 %	66 %	100 %	79 %	21 %	100 %

<b>4) How much class time devoted your teacher to teach grammatical structures?</b>	All the class		3 %	100 %	All the class		0 %	100 %
	He/she teach grammatical with other signatures		0 %		He/she teach grammatical with other signatures		0 %	
	25 minutes		17 %		25 minutes		7 %	
	15 minutes		31 %		15 minutes		10 %	
	10 minutes		35 %		10 minutes		52 %	
	5 minutes		3 %		5 minutes		31 %	
	He/she don't teach grammatical structures		11 %		He/she don't teach grammatical structures		0 %	
<b>5) Do you practice English outside the classroom?</b>	Yes	No		Yes	No			
	55 %	45 %	<b>100 %</b>	90 %	10 %	100 %		
<b>6) Do you know about the CLIL method?</b>	Yes	No		Yes	No			
	0 %	100 %	<b>100 %</b>	100 %	0 %	100 %		
<b>7) Would you like to study the English</b>	Yes	No		Yes	No			

<b>language with other subjects?</b>	7 %	93 %	<b>100 %</b>	97 %	3 %	100 %
<b>8) Would you like to learn English in other areas of study such as history?</b>	Yes	No		Yes	No	
	7 %	93 %	<b>100 %</b>	100 %	0 %	100 %
<b>9) Do you feel security of speak in English with other people?</b>	Yes	No		Yes	No	
	14 %	86 %	<b>100 %</b>	66 %	34 %	100 %

## HYPOTHESIS TESTING

At the beginning of the research it was conducted as the principal basis of analysis of a survey on knowledge valuation teaching techniques that showed a strong level of nescience about teaching and application of techniques in students, during the development of research the students began to show great interest in learning the English language but still had resistance to speak in public without fear and safely, was continued with the application of this technique so that students acquire the necessary confidence to speak in public, resulting a favorable communication of students inside and outside their classes.

In the question number one about what teaching methodology is before the CLIL application the results was: Yes= 28 % and No = 72 %, after that the results was: Yes = 100 % and No =0 %.

In the second question: Do you think your teacher apply teaching methods in your class, the students before the application said: Yes= 17 % and No= 83 %, after the application Yes=69 % and No=31 %

In the third question about: Do you think that you are learning English in a natural way or Traditional Way, before the application the results was Yes=34 % and No=66 %, after the application the results showed Yes=79 % and No=21 %.

In the fourth question about: How much class time devoted your teacher to teach grammatical structures: Into one hour class the students think that the grammatical structure are not teaching with other subjects 0 %, the 17 % of students think that the teacher teaches grammatical structure in 25 minutes, 31 % think that the teacher teaches grammatical structure in 15 minutes, the 35 % of students think that their teacher teaches 10 minutes, the 3 % of students think that the teacher teaches grammatical structure in 5 minutes and the 11 % of students think that their teacher do not teaches grammatical structure in English. After the application of CLIL method the students think that the grammatical structure are not teaching with other subjects 0 %, the 0 % of students think that the teacher teaches grammatical structure in 25 minutes, 10 % think that the teacher teaches grammatical structure in 15 minutes, the 52 % of students think

that the teacher teaches grammar in 10 minutes, the 31 % of students think that the teacher teaches grammatical structure in 5 minutes and the 0 % of students think that their teacher do not teaches grammatical structure in English

In the fifth questions about the practice English outside the classroom the results showed: Yes=55 % and No=45 %, after the application the results showed: Yes 90 % and No=10 %

In the sixth question about: Do you know about the CLIL method the results showed: Yes= 0 % and No =0 %, after the application the results showed: Yes=100 % and No = 0 %.

In the seventh question about if the students like the English language with other subject before the application showed that: Yes 7 % and No=93 %, after the application: Yes=97 % and No=3 %.

In the eighth question: Would you like to learn English in other areas of study such as history, the results showed that: Yes=7 % and No=93 %, after the application: Yes=100 % and No=0 %.

In the ninth question about: If the students feel security of speak in English with other people, the results showed that: Yes=14 % and No=86 %, after the application: Yes=66 % and No=34 %.

The hypothesis was tested giving clear and good results on the surveys raised; it means that the CLIL method influence in a positive way to reinforcement the English Language.

### **3.7 INSTRUMENTS FOR DATA COLLECTION**

#### **3.7.1 Survey**

Students were subjected to two surveys of the same type but in different times, the first at the beginning of the investigation resulting in large gaps in knowledge about what teaching methodologies are and a survey at the end of the period of investigation resulting in a breakthrough knowledge of methodologies in students

### **3.8. TECHNIQUES FOR PROCESSING AND INTERPRETATION OF DATA**

The investigation had a systematic development; every aspect to put into practice was introduced after a previous analysis to contribute with a responsible investigation to sum up the list below will show the planification.

- a. Review information
- b. Tabulation of data
- c. Statistic study of data to provide results
- d. Analysis of results
- e. Interpretation of results
- f. Hypothesis review
- g. Conclusions and recommendations

## CHAPTER IV

### 4.1. CONCLUSSIONS

- At the beginning of this research students do not have knowledge about what is? And how use the CLIL method, however when we finished this research the students have a clear perspective about this method and they showed a great enthusiasm for learning English about this way.
- With each one of the proposed activities in the class the students showed a great interest to know more information about the language English.
- The CLIL method became a good way to motivate the creativity and to improve the communication between teacher-students, because the classes not only were English but also the students learn other subject.
- In the results of the performed surveys we can feel the students fear to speak in front of the rest outside of the classroom what they have learned about the English language as all of us know that in our society cannot practice, because we are Spanish speakers, but this methodology the students practice in the home by means of the tasks and for this reason the students feel the necessity to practice the English language inside and outside the classrooms.
- With this study it has been proved that CLIL help to improve the performance of the students in the foreign learning teaching process, the students developed their language skills and students feel confidence and improve their English trough Ecuadorian History.



## 4.2. RECOMMENDATIONS

- Teachers must look new teaching techniques and methods, because the education system is changing all of the time.
- Is recommendable that the students have more time in the exchange of your ideas and creation of own phrases and interpretations in their English classes.
- The English language should not be alone in school hours intended for this subject, it is recommended that in conjunction with other areas of study teachers to reinforce the language and in turn learning new concepts.
- Students felt greater safety when practicing English through this method so it is advisable to keep teaching as a teaching method continues the CLIL method.

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***ATTACHED***

***DOCUMENTS***

## SURVEY N° 1 and 2

Please answer as truthfully to all questions. This survey is handled confidentially.

“USE OF THE CLIL METHOD (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN THE ENGLISH LANGUAGE REINFORCEMENT IN THE TEACHING OF THE ECUADORIAN HISTORY IN THE OCTAVO AÑO “A” AT UNIDAD EDUCATIVA CAPITAN EDMUNDO CHIRIBOGA OF RIOBAMBA CITY, CHIMBORAZO PROVINCE DURING THE ACADEMIC PERIOD 2015-2016.”

1. - **Do you know what a teaching methodology is?**

Yes

No

2. **Do you think your teacher apply teaching methods in your class?**

Yes

No

3. **Do you think that you are learning English in a natural way or Traditional Way?**

Natural Way

Traditional Way

4. **How much class time devoted your teacher to teach grammatical structures?**

OPTIONS	ANSWERS
All the class	
He/she teach grammatical with other signatures	
25 minutes	
15 minutes	
10 minutes	
5 minutes	

He/she don't teach grammatical structures	
--	--

5. **Do you practice English outside the classroom?**

Yes

No

6. **Do you know about the CLIL method?**

Yes

No

7. **Would you like to study the English language with other subjects?**

Yes

No

8. **Would you like to learn English in other areas of study such as history?**

Yes

No

9. **Do you feel security of speak in English with other people?**

Yes

No

Why?.....

Thank you for your help.



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Patrocinados | Por Marcelo Ferrando Castro

Publicado el: Vie, May 16th, 2014

## El método CLIL, o cómo enseñar inglés a la vez que se enseña otra materia



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### Content and Language Integrated Learning

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Submitted 10 years 1 month ago by admin.

Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject.



A - Z of Content												
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